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ABSTRACT

This book is a guide and work manual for all second language teachers. Convinced that the study of other languages and cultures can have a very positive effect on a person's various life roles, the author endeavored to present teaching goals and learning activities which contribute to the preparation of students to be successful in their life roles as learner, citizen, consumer, producer, and family member. The main part of this manual describes many possible second language learning activities under the following course goals, which require students to: (1) be able to examine personal values; (2) value positive attitudes toward self and others, and toward work; (3) know the physical, psychological, and educational requirements of various life roles; (4) know the value of leisure-time activities; (5) be able to explore career possibilities and prepare for a career requiring skills in the second language; and (6) know the techniques for obtaining employment. An extensive section on resources, which offers information to help the teacher implement the suggested learning activities, is divided into three main sections: (1) book companies; (2) agencies and sources of information; and (3) bibliography for general information; special information for French, German, Latin, Russian, and Spanish; and vocational information. (Author/CLK)

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SECOND-LANGUAGE EDUCATION

AND

CAREER EDUCATION

GUIDELINES FOR THE INTEGRATION OF SECOND-LANGUAGE EDUCATION AND CAREER EDUCATION

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Officials in the Oregon State Department of Education, especially Dr. Dan Dunham and Dr. Dave Fretwell, had been very encouraging in their support of a project entitled "Implementation of Integrated Foreign Languages and Career Education Program Goals," submitted by Dr. Wolfgang Dill in the fall of 1973. Dr. Dunham endeavored to relate career education to second-language study as early as in the fall of 1972 at the Oregon Association of Foreign Language Teachers Conference. He motivated Dr. Dill, then President of the Oregon Foreign Language Council, to make the concepts of career education one of the priorities of the OFLC, a group of thirty representatives of all levels of second-language education and geographic areas in Oregon.

For the final draft of the Guidelines, the recommendations of Dr. Frank Cross, Professor of Education at Oregon State University; Dr. Walter Hathaway, Evaluation Design Specialist for the Portland Schools, Dr. Walter Lusetti, Chairman, Department of Modern Languages at OSU; and Dr. Darrell Ward, Career Education Personnel Development Specialist, are greatly appreciated and acknowledged.

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INTRODUCTION

I. General Objective

This book is meant to be a guide and work manual for all second-language teachers. Its content is to help you teach second languages in the context of career education, and its blank pages offer you room to develop our suggestions in accord with your own teaching situation, depending on the background and interest of your students, your resources and your personal inclinations.

To us, career education is more than vocational training. We think of career education as the preparation of each individual to be successful in all life roles.

Convinced that the study of other languages and cultures can have a very positive effect on a person's various life roles, we recognized the legitimate and necessary relationship of second-language study to career education. Accordingly, we endeavored to present teaching goals and learning activities which contribute to the preparation of students to be successful in their life roles as learner, citizen, consumer, producer, and family member.

Some of the teaching goals and learning activities we are suggesting may not apply to your teaching situation; some you may find useful. Whatever the case, remember we provided you with space to improve on them according to your needs and resources. We hope that our guidelines will stimulate you to integrate second language and career education learning activities--not because it is the latest "fad," and not because it might be an administrative directive, but because you, too, are convinced that the teaching of other languages and cultures must have something in common with where, when, and how your students live and how they make a living.

II. Rationale for the Content

In a recent statewide survey of the problems and attitudes of second-language teachers, an overwhelming majority of the teachers indicated that their preferred answer to the question, "Why study a second language?" is, "It enhances international understanding."[1] The second largest group of teachers valued second-language study because it provides the basis for a comparative evaluation and understanding of our mother tongue and culture. These Guidelines strive to provide teaching goals and learning activities which not only recognize the idealistic or academic arguments to which our profession aspires but also explore the educational value of second-language teaching in view of a person's everyday problems and needs.

Without established instructional goals and proven, acceptable results our profession and our discipline is suspect among the public in general and education officials in particular. The authors credit Mrs. Mary Hall, Associate Superintendent of Public Instruction for the Oregon State Board of Education, with the most disturbing and significant criticism of our profession they have thus far encountered. Her observation was the following:

---

[1] Wolfgang Dill, "Self-Assessment in Oregon Foreign Language Education," Pacific Northwest Conference on Foreign Languages Proceedings, XXIII (1972), p. 92.

> We cannot find any data which speaks specifically to what students in Oregon are learning from the foreign languages, or more precisely, whether foreign languages met their instructional goals. We could not find any evidence of testing or evaluation on either a district, county, IED region or state basis--the only information that existed was at the classroom or individual school basis.[2]

After two years of frequent interaction with officials of the Oregon State Board of Education, school administrators, and knowledgeable members of the community, the authors can attest that Mrs. Hall's observation explains to a large extent why few people other than second-language teachers are convinced of the value of second-language education.

In part, the Guidelines are a beginning in the response to Mrs. Hall's challenge for "accountability." Our instructional goals and learning activities are "legitimizing the unique contributions which can be made by foreign languages. . . to prepare students for careers" and strive to help students "to recognize, value and interact with individuals from different cultural or racial backgrounds."[3]

Whatever materials we scrutinized, modified and adapted in producing these Guidelines, we endeavored to relate the traditional, humanistic ideals of our profession to the goals of career education. Following are some of the "inherent and essential aspects of career education" as they were stated by the National Association of State Directors of Vocational Education:

> Career education is an integral part of the total public education enterprise.
>
> Career education involves all students--and all educators.
>
> Career education involves extensive orientation and exploration of occupational opportunities.
>
> Career education is a continuum that begins at kindergarten and extends throughout employment.
>
> Career education contributes to student incentive and aspirations.
>
> Career education includes specific preparation for occupations.

---

[2] Excerpt of a speech delivered before the Oregon Foreign Language Council on May 18, 1972, in Portland.

[3] Ibid.

Career education promotes wholesome attitudes toward all useful work.

Career education permits each student to realistically assess personal attributes as a part of setting life goals.[4]

These aspects of career education must also be of concern to our profession if we want to strengthen our discipline in the total curriculum of the educational system.

III. Content

A significant step toward a recognition of the value of second-language education in the Oregon public school system was taken in the spring of 1973 when the Intermediate School Districts of Clackamas, Multnomah, and Washington Counties produced the K-12 Course Goals in Second Language in an effort "to provide a comprehensive and valid collection of non-prescriptive learning outcome statements purely as a resource for others interested in pursuing goal based learning and evaluation."[5] We took the sponsors of this laudable effort at their word and used their book as a resource for the Guidelines, showing how some of the Course Goals in Second Language can be implemented in the context of career education. We set about to accomplish this by deriving the following basic second-language and career education program goals:

SECOND-LANGUAGE EDUCATION PROGRAM GOALS

1. The student knows the nature and functions of languages.
2. The student is able to employ the second language as a means of self-expression and communication.
3. The student knows and appreciates the formal and informal aspects of the cultures of the people who speak the second language as a native language.
4. The student knows the advantages and the uses of the second language.
5. The student is able to understand and converse with people who speak the second language as a native language.
6. The student is able to read with appreciation in the second language.
7. The student is able to write the second language correctly.

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[4] Edwin L. Herr, Review and Synthesis of Foundations for Career Education, ERIC (1972), p. 5.

[5] K-12 Course Goals in Second Language, Critique Edition (1973), p. i. To order, contact: Commercial-Educational Distributing Services, P.O. Box 8723, Portland, Oregon 97208.

8. The student is able to apply and extend basic educational skills of communication, computation, and decision-making through the second language.

9. The student is able to relate attitudes, values, knowledge and skills learned in a second language to the life roles of learner, citizen, consumer, producer, and family member.

CAREER EDUCATION PROGRAM GOALS

1. The student is able to examine personal values.

2. The student values positive attitudes toward self and others.

3. The student knows the physical, psychological, and educational requirements of various life roles.

4. The student values positive attitudes toward work.

5. The student knows the value of leisure-time activities.

6. The student is able to explore career possibilities which require skills in the second language.

7. The student is able to prepare for a career which requires skills in the second language.

8. The student knows the techniques for obtaining employment.

We have used the eight Career Education Program Goals as framework for our selection of course goals. In the process of deciding on course goals which are of concern to both second-language education and career education, we also found useful ideas in the Comprehensive Career Education Model, developed at Ohio State University, in addition to the K-12 Course Goals in Second Language.

For each Course Goal we wrote a number of Learning Activities. The Course Goals and Learning Activities comprise the major portion of this manual. A list of book companies, agencies, and a bibliography suggest possible information sources to help implement the Course Goals.

If the publication of the K-12 Second Language Program Goals was the first significant step in laying the foundation for goal-oriented second-language teaching in Oregon, our Guidelines are meant to be the second step to facilitate the actual implementation of meaningful goals. The third and final step is now left to you, the individual instructor.

IV. How to use the Guidelines

Select from the main index a Career Education Program Goal which you would like to implement. The indicated page number refers you to an index of corresponding Course Goals. From the Course Goals and their respective

Learning Activities choose those which are meaningful to you in content and feasible for practical application; use them and develop them according to your resources. Even though it is not always specifically mentioned, it is understood that you will utilize our suggested Learning Activities to a maximum in practicing second-language skills.

To help you in your search for more ideas and instructional materials we included a section on Book Companies, Agencies and Sources of Information, and a Bibliography. If you will use the blank pages in this book for notes on your own ideas, resource materials and evaluation criteria, then you will soon have a truly valuable teaching manual.

CAREER GOALS AND SECOND-LANGUAGE LEARNING ACTIVITIES

Because of its inherently comparative teaching approach, the study of second languages and cultures can contribute much to value clarification. Our profession must capitalize on this inherent asset and live up to the assertion of the Commission on the Humanities (1964) that:

> . . . the humanities play a uniquely effective role in determining a man's behaviour and values. Included in the humanities are those studies that help man to find a purpose, that endow him with the ability to criticize intelligently and therefore to improve his own society, and that establish for the individual his sense of identity with other men, both in his own country and in the world at large.

In recognition of the fact that the subject matter we are teaching can indeed play "a uniquely effective role" in the development of a student's behaviour and values, we have made personal value analysis our first Career Education Program goal.

NOTE

It is understood that all Course Goals and Learning Activities in this book are to be implemented in the context of second-language instruction, i.e., practice second-language skills to a maximum whenever possible.

CAREER GOAL I

THE STUDENT IS ABLE TO EXAMINE PERSONAL VALUES

Course Goal Index — Page

1. The student knows that clarifying personal values involves finding out what you value, how much, and why. 10
2. The student knows that values develop in response to basic human needs. 10
3. The student develops progressive self-knowledge. 11
4. The student integrates his values into a system. 12
5. The student knows that values affect behavior. 12
6. The student knows ways of resolving value conflicts. 12
7. The student knows reasons why one should know other people's values. 13
8. The student knows reasons why people often misinterpret one another's values or motives. 13
9. The student is able to use interpersonal communication skills to clarify another person's value position, intentions, motives or feelings. 13
10. The student knows reasons why the values and value positions of groups or societies should be clarified. 13
11. The student knows reasons why a successful democracy depends on the participation of individual citizens in making decisions which affect them. 13
12. The student knows sources of information about the values of a group, society, or culture. 14
13. The student knows ways in which social, economic, and political problems are related to value conflicts between groups. 14
14. The student is able to identify issues or questions over which groups disagree. 14
15. The student is able to identify communication problems which may exist between parties in a conflict over a societal issue. 15
16. The student is able to construct alternate solutions to societal conflicts based on adequate knowledge of the values and needs involved. 15

CAREER GOAL I

Course Goal Index Page

17. The student values a society committed to the continual expansion of human knowledge. 15

18. The student values a society which provides freedom and resources to inquire. 16

19. The student values a society which provides freedom to express and communicate ideas, facts, and opinions. 16

20. The student values diversity in human thought, language, culture, and experience. 17

21. The student values a society in which individuals have the freedom and resources to travel. 17

22. The student values curiosity. 18

23. The student values self. 18

24. The student values imagination and intellectual flexibility. 18

25. The student values the ability to adjust or adapt to change. 19

26. The student values awareness of one's relationships to others. 19

27. The student values accurate and open communication. 20

28. The student values knowledge of everyday life in other cultural settings (e.g., life styles, life roles of individuals, patterns of thought and interaction). 20

29. The student values access to the accumulated knowledge of other cultures. 21

30. The student values knowledge of the events, conditions, and ideas which have influenced the development of cultures and their languages. 22

31. The student values the aesthetic expressions of other cultures (e.g., music, art, architecture, drama, dance, literature, design and decoration of tools and household objects, cooking, ceremonial forms, etiquette, humor). 22

32. The student values contributions of other cultures to contemporary American life (e.g., values, attitudes, customs, economic and political systems, language, science, technology, arts, religion). 23

CAREER GOAL I

Course Goal Index Page

33. The student values his or her cultural-linguistic heritage. 23

34. The student values the cultural-linguistic heritage of the second language. 24

35. The student values the ability to make rational and informed decisions and judgments about personal, societal, or international issues. 25

36. The student values a second language as a skill which is useful to him. 25

37. The student values the role of a second language in meeting the social, psychological, and aesthetic needs of individuals and societies. 26

38. The student values the role a second language plays in meeting society's needs for communication among countries and cultures. . . . 27

1. COURSE GOAL: The student knows that clarifying personal values involves finding out what you value, how much, and why.

   LEARNING ACTIVITIES:

   a. The students will think of an object in the room that they like or dislike, then name the object and tell how it makes them feel, expressing their thoughts in the second language.

   b. Working in pairs, the students will tell each other three things that they like or dislike about themselves.

   c. The students will list in order of importance five things which they value and tell why they value them. After listening to peers, they will make a second list and will check to see whether it is the same as the first one.

   d. Given similar incidents, at different intervals, the students will check self-assessment lists as to personal growth for understanding of self and others, resolving conflicts, making valid and satisfying decisions, adapting to change, and integrating personal value system and behavior (content and process).

   e. The students will role-play feelings related to value words (e.g., solitude, happiness, peace, justice, integrity, gregariousness, beauty, religion, security).

   f. The students will demonstrate value differences between cultures as expressed in advertising.

   g. The students will create or translate a self-concept test (e.g., Piers-Harris self-concept test).

   h. The students will discuss after having heard the values of other students what they learned about them or how this helped them understand themselves better.

2. COURSE GOAL: The student knows that values develop in response to basic human needs.

   LEARNING ACTIVITIES:

   a. The students will identify similarities and differences in values arising from basic human needs (e.g., survival, security, belonging, love, esteem).

   b. The students will assemble a value profile of their favorite second-language personality (e.g., Einstein, Beethoven, Voltaire, Stalin, Tolstoi, Freud, Picasso) and will show values maintained, changed, and compromised.

c. The students will imagine that they are involved in a life-or-death situation, and will tell what they would do to survive.

d. The students will imagine that they are the first persons sent to a strange planet to establish a community there. Given certain conditions prevailing on the planet, they will tell what kind of community life style they envision.

e. The students will discuss what they feel their parents' values are and how this affects them.

3. COURSE GOAL: The student develops progressive self-knowledge.

LEARNING ACTIVITIES:

a. The students will identify personal experiences which have reinforced or challenged particular values.

b. The students will clarify assumptions which underlie certain values.

c. The students will give examples of errors or distortions (e.g., over-simplification, generalizations, illogical sequences, superficiality).

d. The students will identify the relationship between values and color preference in their own and the second-language culture.

e. The students will write a short essay on why they would/would not want to travel to the second-language country.

f. The students will identify a stereotype concerning the second-language culture.

g. The students will discuss which personal peer or community value is most important to them.

h. The students will take one personal value and will tell when and why it became a part of their personal inventory.

i. The students will relate how one value has been reinforced and made stronger in the past year.

j. The students will identify one value which has been challenged because of added knowledge.

k. The students will give one of their values and support it with knowledge and/or beliefs.

l. The students will underline sentences in a news article and indicate which are facts, opinions, or explanations.

m. The students will identify one unique value which they acquired from their parents or relatives.

4. COURSE GOAL: The student integrates his values into a system.

LEARNING ACTIVITIES:

a. The students will describe their value system.

b. The students will develop a profile of their own and another value system.

c. The students will identify the value system underlying the main motif in a literary work.

d. The students will identify what they would miss most if they were to stay in the second-language country.

e. The students will compare and contrast the value system of their society to that of the society of the second-language culture with regard to blue collar and white collar workers; unskilled labor and skilled labor (craftsmen, journeymen); professionals and business people; celebrities in show business or sports; politicians; poor people; middle class; rich people; work vs. leisure; education; ecological awareness.

5. COURSE GOAL: The student knows that values affect behavior.

LEARNING ACTIVITIES:

a. The students will analyze value conflicts which occur when different values argue for substantially different actions (e.g., Arab/oil, Latin America/sugar, Alaska/oil, international financial market/dollar, missile range/local landscape, atomic reactor/local safety).

b. The students will discuss their reaction to an unfamiliar situation presented in the second-language media (e.g., T.V., film, radio, newspapers and magazines).

c. The students will make a collage, showing how values are exploited in advertising both domestically and in the second-language culture.

d. The students will create a mini-drama in which their values clash with those of the second-language culture.

6. COURSE GOAL: The student knows ways of resolving value conflicts.

LEARNING ACTIVITIES:

a. The students will enumerate ways to solve value conflicts (e.g., identify and analyze opposing values; analyze the situation or issue of conflict).

b. The students will report on historical incidents when values led to conflicts and how they were resolved.

c. The students will discuss the value conflicts arising from the interaction of ethnic groups in a community (e.g., Chicanos, Russians, Germans, Orientals).

7. COURSE GOAL: The student knows reasons why one should know other people's values.

LEARNING ACTIVITIES:

a. The students will role-play a situation in which a lack of knowledge of values of the second-language culture creates misunderstanding (e.g., etiquette in interpersonal relationships, tone of voice, kinesics).

8. COURSE GOAL: The student knows reasons why people often misinterpret one another's values or motives.

LEARNING ACTIVITIES:

a. The students will research traditions and customs which explain current values and actions in the second-language culture (e.g., woman's role, family structure, weddings, funerals).

9. COURSE GOAL: The student is able to use interpersonal communication skills to clarify another person's value position, intentions, motives, or feelings.

LEARNING ACTIVITIES:

a. The students will paraphrase a discussion, speech, or article clarifying the value position therein.

10. COURSE GOAL: The student knows reasons why the values and value positions of groups or societies should be clarified.

LEARNING ACTIVITIES:

a. The students will analyze social problems in the second-language culture through various media (e.g., youth activities, education, drugs, alcoholism, health care, senior citizens, minority groups).

b. The students will contrast second-language news with domestic news on specific issues (e.g., ecology, politics, trade, sports, crime).

c. The students will compare their personal values with those of the second-language culture.

11. COURSE GOAL: The student knows reasons why a successful democracy depends on the participation of individual citizens in making decisions which affect them.

LEARNING ACTIVITIES:

a. The students will prepare descriptive and visual reports showing citizen participation in historic incidents which resulted in a change in government (e.g., French Revolution, Bolshevik Revolution, Spanish Civil War, Congress of Vienna).

b. The students will react to visual, statistical, and descriptive evidence showing results of lack of citizen participation in government (e.g., concentration and detention camps, censorship, urban development).

12. COURSE GOAL: The student knows sources of information about the values of a group, society, or culture.

LEARNING ACTIVITIES:

a. The students will familiarize themselves with the music, literature, and art of ethnic groups within their own nation (see Career Goal #5).

b. The students will maintain a calendar of local events related to the second-language culture.

c. The students will examine values through the study of life styles in books, magazines, films, TV programs, and local ethnic groups.

d. The students will contact cultural offices, consulates, embassies, and delegations to the U.N. which represent the second-language culture.

e. The students will visit a local store which specializes in items of the second-language culture (e.g., magazines, books, newspapers, records, crafts, foods) and will report how these items reflect values of the second-language culture.

13. COURSE GOAL: The student knows ways in which social, economic, and political problems are related to value conflicts between groups.

LEARNING ACTIVITIES:

a. The students will examine attitudes among minority groups and ethnic groups toward work and leisure (e.g., hours of work, responsibility, work load, leadership, renumeration, strike).

b. The students will research the situation which develops in the wealthier countries when workers from less affluent countries are in their labor force (e.g., Gastarbeiter in West Germany, Mexican migrant workers in the United States, Algerians in Northern France textile factories, Italians and Turks in Southern France and Switzerland).

14. COURSE GOAL: The student is able to identify issues or questions over which groups disagree.

LEARNING ACTIVITIES:

a. The students will read a magazine or newspaper article in a second-language publication on a current issue and outline the opinions of disagreeing parties.

b. The students will debate in the second language a current issue affecting their lives.

15. COURSE GOAL: The student is able to identify communication problems which may exist between parties in a conflict over a societal issue.

LEARNING ACTIVITIES:

a. The students will role-play or simulate how semantics can cause misunderstandings.

b. The students will present a humorous skit showing how so-called "faux amis," idioms and kinesics can be misunderstood and cause embarrassment.

16. COURSE GOAL: The student is able to construct alternate solutions to societal conflicts based on adequate knowledge of the values and needs of all groups involved.

LEARNING ACTIVITIES:

a. The students will discuss a controversial situation presented in a film or picture.

b. The students will role-play the intermediary in a conflict situation involving a second-language cultural value.

17. COURSE GOAL: The student values a society committed to the continual expansion of human knowledge.

LEARNING ACTIVITIES:

a. The students will use the metric system to measure (e.g., measure a room, "play nurse," role-play salesperson, cook).

b. The students will prepare a display of Nobel prize winners.

c. The students will locate on a map institutions of higher learning in the second-language country.

d. The students will research the educational system in the second-language country.

e. The students will research attitudes towards education of their peer group in the second-language culture.

f. The students will present evidence that diversity in human thought, language, culture, and experience is vital to progress in a civilization (e.g., Darwinism, dialectical process).

18. COURSE GOAL: The student values a society which provides freedom and resources to inquire.

LEARNING ACTIVITIES:

a. The students will identify learned societies and organizations which are symbols of intellectual inquiry in their own and the second-language culture.

b. The students will compare and contrast political systems, contemporary and past, which had different viewpoints on free inquiry (e.g., the church, Fascism, Communism, "Watergate").

c. The students will identify individuals who demonstrate free or restricted inquiry (e.g., Socrates, Christ, Luther, Bruno, Galileo, Kepler, Voltaire, Oppenheimer).

d. The students will research existence and accessibility of printed materials in the second-language country (e.g., publishing companies, libraries, bookstores).

19. COURSE GOAL: The student values a society which provides freedom to express and communicate ideas, facts, and opinions.

LEARNING ACTIVITIES:

a. The students will discuss controversial student topics (e.g., elimination of grades; pass/fail; pass/no pass; electives vs. requirements; student participation on faculty committees and administrative committees).

b. The students will contrast the freedom and rights of students in the second-language culture with their own.

c. The students will compare various types of criticism from local and second-language newspapers and magazines (e.g., caricatures, cartoons, jokes, letters to the editor).

d. The students will contrast radio and television programming and advertising in the second-language culture with that in the United States.

e. The students will contrast news articles on the same subject found in second-language newspapers with those found in their own newspapers.

f. The students will research laws which govern political and moral censorship, slander, and defamation of character in the second-language country.

20. COURSE GOAL: The student values diversity in human thought, language, culture, and experience.

LEARNING ACTIVITIES:

a. The students will enact an original skit or cultural mini-drama to demonstrate differences in life style.

b. The students will make an inventory of what they like and dislike about their friends.

c. The students will role-play forms of address in the second-language culture (e.g., Du/Sie, tu/vous, usage of name and title).

d. The students will make a list of words, idioms or phrases which they consider to be "untranslatable" (e.g., simpático, Gemütlichkeit, être soupe au lait, adoré, pesé).

e. The students will role-play a conversation in which there is a cultural misunderstanding.

f. The students will discuss the reasons for being in a second-language class.

g. The students will prepare a bulletin board display showing prejudice based on ignorance and fear.

h. The students will list avocational activities which they are able or not able to pursue and compare them with those of their peers in the second-language culture (e.g., due to legal age, socio-economic level, racial or cultural group).

i. The students will make an inventory of contributions of ethnic and religious groups to American society.

j. The students will research ethnic minority groups living in Oregon (e.g., Spanish-speaking, German-speaking, Russian-speaking).

k. The students will prepare a bulletin board display showing where ethnic and religious minority groups live in Oregon and significant cultural traits of each group.

l. The students will report on minority groups found in the second-language culture.

21. COURSE GOAL: The student values a society in which individuals have the freedom and resources to travel.

LEARNING ACTIVITIES:

a. The students will compare travel opportunities in the second-language culture with their own.

b. The students will assess benefits of travel (e.g., sights, new impressions, new opinions, new ideas, curiosities satisfied, myths destroyed, personal growth).

c. The students will make a bulletin board display, including a map, showing the travel destinations of people in the second-language culture.

d. The students will write a true-false test concerning travel restrictions in the second-language country.

e. The students will plan a trip involving air, train, bus, and private automobile transportation in the second-language culture (e.g., passport, visas, health certificate, driver's license).

f. The students will prepare a travelogue (e.g., slides, videotape).

22. COURSE GOAL: The student values curiosity.

LEARNING ACTIVITIES:

a. The students will identify discoveries in the past which resulted from curiosity.

b. The students will visit a shop or restaurant representing the second-language culture and will report on one item which aroused their curiosity.

c. The students will report on a book which they read for no other reason than curiosity.

23. COURSE GOAL: The student values self.

LEARNING ACTIVITIES:

a. The students will display and/or demonstrate peronal achievements.

b. The students will list ten things of which they are proud.

c. The students will relate one thing which is important to them.

d. The students will form "anagrams" of their names to show how they perceive themselves.

e. The students will list things which they do well.

24. COURSE GOAL: The student values imagination and intellectual flexibility.

LEARNING ACTIVITIES:

a. The students will bring ads and/or cartoons from the second-language culture showing imagination, humor, and wit peculiar to that culture.

b. The students will demonstrate and/or describe mechanical, physical, social, emotional, and artistic changes in the second-language culture during the last ten years.

c. The students will show the expression of imagination through art forms.

d. The students will analyze poems, short stories, myths, metaphors, jokes, puns, adages, advertisements, etc., from another cultural-linguistic environment.

e. The students will apply the metric system to everyday situations.

f. The students will report on improved communication resulting from space program research.

g. The students will stage a puppet show in the second language.

25. COURSE GOAL: The student values the ability to adjust or adapt to change.

LEARNING ACTIVITIES:

a. The students will identify adjustments and changes they have made in their study habits since beginning a second-language study.

b. The students will cite cultural misconceptions and stereotypes they had prior to second-language study.

c. The students will spend a weekend or longer at a language camp where all conversation and activity is carried on in the second language.

d. The students will discuss why some students are apparently successful in all their classes.

e. The students will interview adults to find out how they have had to change within the past year.

26. COURSE GOAL: The student values awareness of one's relationships to others.

LEARNING ACTIVITIES:

a. The students will discuss why it is important to know how others feel about them.

b. The students will discuss how they would feel if rights were taken away from them (e.g., school attendance, driver's license, hunting and fishing licenses, property).

c. The students will compare and contrast the description of the same event or an analysis of the same political or societal problem in an American newspaper and a newspaper from a different cultural-linguistic environment.

d. The students will compare the "Preamble" to the United States Constitution or certain passages of the Constitution to the constitution of other countries (e.g., What are the "inalienable rights" of others?).

e. The students will translate a newspaper article into idiomatic English.

f. The students will define "culture shock."

g. The students will discuss what has happened in the past when someone else's feelings were misinterpreted.

27. COURSE GOAL: The student values accurate and open communication.

LEARNING ACTIVITIES:

a. The students will identify their expectations of the second-language course.

b. The students will play a game in which to compete they must be able to pose questions and/or give answers in the second language (e.g., Monopoly, Twenty Questions, What's My Line).

c. The students will carry on a correspondence with pen pals in English and/or the second language, depending on their degree of skill in the second language.

d. The students will discuss what has happened or could happen if directions in the second language are misunderstood.

e. The students will describe a fellow student whom others in the class will identify.

f. The students will compile a list of careers in which a second language is either required or is an asset.

g. The students will participate in the game of "telephone" where a story starts in one side of the room and is whispered from person to person. When it reaches the last student, the story's accuracy is checked.

h. The students will use monolingual and bilingual dictionaries.

i. The students will define ten abbreviations used in a dictionary.

j. The students will read letters of personal, official, or business content.

k. The students will relate experiences which would have been enriched with the knowledge of a second language.

28. COURSE GOAL: The student values knowledge of everyday life in other cultural settings (e.g., life styles, life roles of individuals, patterns of thought and interaction).

LEARNING ACTIVITIES:

a. The students will identify careers in which knowledge of everyday life styles, roles, patterns of thought and interaction of minority cultures is mandatory for success.

b. The students will analyze life styles and customs through use of "culture capsules" (e.g., food, drink, social manner, hygiene, punctuality).

c. The students will research and contrast the role of their peer groups in the second-language country.

d. The students will role-play usage of various forms of address (e.g., familiar and formal "you," titles).

e. The students will role-play situations in which various forms of greetings are used.

f. The students will discuss the appropriateness of expletives in the second language.

g. The students will role-play the courtesies which differ from those in the United States (e.g., introducing people, invitations from second-language hosts, dating).

h. The students will discuss attitudes regarding living environments in the second-language culture (e.g., noise, waste disposal, dressing, aesthetics, and taste regarding quality and appearance of products and services).

29. COURSE GOAL: The student values access to the accumulated knowledge of other cultures.

LEARNING ACTIVITIES:

a. The students will prepare a bibliography or a file box which contains the title and author of those books in the school library which pertain to the second-language culture.

b. The students will prepare a bulletin board display showing how two cultures simultaneously pursue similar projects (e.g., space efforts, medicine, Shakespearean festivals, ecology, pollution control, foreign aid).

c. The students will identify research material pertaining to their career interest.

d. The students will do part of the library research for a project in the second language.

e. The students will contrast the accessibility of knowledge in the United States with that in the second-language culture.

30. COURSE GOAL: The student values knowledge of the events, conditions, and ideas which have influenced the development of cultures and their languages.

LEARNING ACTIVITIES:

a. The students will research events which have led to the development of the second-language culture as we know it today.

b. The students will research the location and physical characteristics of a country of the second language through maps, pictures, and films.

c. The students will list a given number of rivers, mountain ranges, cities, natural resources, areas of climatic differences, border lands, etc.

d. The students will outline the history of their own language and of the second language (e.g., Indo-European to modern European languages).

e. The students will identify English words which exemplify linguistic changes (e.g., due to consonantal changes in the German second sound shift).

f. The students will identify at least one significant historical event which determined why a certain language is spoken in a given geographical area.

g. The students will illustrate how another culture has influenced the second language (e.g., American influence on German vocabulary; Franglais).

h. The students will make a display showing the major production of the second-language country in agriculture, industry, and craftsmanship.

i. The students will analyze how the second language reflects the physical and psychological reality of its speakers.

j. The students will analyze traditions, adages, proverbs, and expressions in the second language which reflect the culture.

31. COURSE GOAL: The student values the aesthetic expressions of other cultures (e.g., music, art, architecture, drama, dance, literature, design and decoration of tools and household objects, cooking, ceremonial forms, etiquette, humor).

LEARNING ACTIVITIES:

a. The students will research aesthetic expression from the second-language culture.

b. The students will make a bulletin board display of a form of artistic expression they have found in publications in the second language (e.g., painting, music, drama, dance, industrial design, crafts).

32. COURSE GOAL: The student values contributions of other cultures to contemporary American life (e.g., values, attitudes, customs, economic and political systems, language, science, technology, arts, religion).

LEARNING ACTIVITIES:

a. The students will learn songs which Americans sing in English but which were originally written in the second language.

b. The students will celebrate a festival with local people who are natives of the second-language country.

c. The students will cite examples of second-language influences (e.g., place names, foreign terms, expressions, technology, cars, bicycles).

d. The students will research specific career contributions made by other cultures (e.g., apprenticeship, journeyman, maître d'hôtel).

33. COURSE GOAL: The student values his or her cultural-linguistic heritage.

LEARNING ACTIVITIES:

a. The students will chart the historical development of their native tongue.

b. The students will chart the historical development of the second language.

c. The students will list cognates, loan words, and expressions of the second language found in their native tongue.

d. The students will discuss why their native language has adopted second language words and expressions.

e. The students will research the derivation, meaning, and connotations of labels applied to foreign groups (e.g., Kraut, Heini, Huns, Chicano, Frogs, Spik, Kikes, Mobs, Japs, Limies, Wops, Chinks).

f. The students will make a family tree and will analyze family names.

g. The students will describe their "foreign" background (e.g., family name, ancestors, relatives, characteristics, values, food, drink, customs, attitudes, prejudices, positive and/or negative experiences because of "foreign" aspects in family background, influences on personal decisions, interests, and aspirations).

h. The students will research aesthetic, humanitarian, technical, and social contributions made to the world by their specific cultural heritage.

34. COURSE GOAL: The student values the cultural-linguistic heritage of the second language.

LEARNING ACTIVITIES:

a. The students will make a chart showing the relationship of native languages to second languages.

b. The students will make a language tree.

c. The students will make a world map, indicating in which countries the target language is spoken as a native language or as a frequently-used second language.

d. The students will examine examples of dialects found in America that were derived from the second language (e.g., Pennsylvania Dutch, Yiddish).

e. The students will research the effects of isolation on a language (e.g., Basque, French Canadian, Haitian, Creole, Pennsylvania Dutch).

f. The students will make a list of words and expressions derived from the second language.

g. The students will identify the prefixes, suffixes, and roots found in second language and give their lexical meaning.

h. The students will identify the second-language terminology for the parts of a sentence, tenses, and other aspects of grammar.

i. The students will identify subtleties of the second language expressed through its grammatical structures (e.g., subjunctive).

j. The students will list words and expressions of different social, educational, and occupational groups in the second-language culture.

k. The students will make a collage on the contributions of the second-language culture (e.g., science, art, technology, humanities).

l. The students will draw a map of the location of different ethnic groups in the state.

m. The students will prepare a bibliography of publications which deal with these ethnic groups.

n. The students will maintain a library of publications which deal with or come out of these ethnic groups.

o. The students will discuss problems of ethnic groups in their state (e.g., Mexican-American, Cuban, Indian, Japanese, Chinese).

35. COURSE GOAL: The student values the ability to make rational and informed decisions and judgment about personal, societal, or international issues.

LEARNING ACTIVITIES:

a. The students will role-play personal, family, and community conflicts which arise because of ignorance of another language and culture.

b. The students will discuss popular topics, sorting out facts from fiction.

36. COURSE GOAL: The student values a second language as a skill which is useful to him.

LEARNING ACTIVITIES:

a. The students will research careers in which he could use a second language.

b. The students will make a bulletin board display illustrating the usefulness of the second language in careers.

c. The students will make a chart showing language skills required for various occupations and professions (e.g., law enforcement, nurse, social worker, doctor, reporter, hotel, travel agent, commerce, international law, graduate work).

d. The students will identify leisure-time activities which are related to the second language and its culture.

e. The students will make a bulletin board display illustrating the leisure-time activities related to the second language and its culture.

f. The students will role-play in the second language a situation in which they become ill.

g. The students will role-play in the second language being involved in an accident.

h. The students will role-play in the second language having a car break down.

i. The students will role-play in the second language being lost.

j. The students will role-play in the second language obtaining food and lodging or making purchases.

k. The students will read second-language news media.

l. The students will entertain an individual from a second-language culture at home.

m. The students will do research assignments in second-language reference books.

n. The students will participate in group meetings whose main purpose is to use the second language.

o. The students will write to different "pen pals" in the second language.

p. The students will write to different agencies in a second-language country for information about education, leisure time, etc., which would not be available in English.

q. The students will meet with people who have traveled abroad.

r. The students will role-play a situation contrasting the experiences of those who could speak a second language and those who could not.

s. The students will follow simple recipes in the second language to cook something either at home or in the classroom.

t. The students will follow simple directions in the second language to do crafts in the classroom (e.g., Ojos de Dios, Piñatas).

u. The students will contrast different views of an international problem by reading about it in English and in the second language.

v. The students will use second-language bilingual and monolingual dictionaries.

w. The students will list and define ten abbreviations used in the second-language dictionary.

x. The students will read and write letters of personal, official, or business content in the second language.

y. The students will compare a translation of a poem or song with the original.

37. COURSE GOAL: The student values the role of a second language in meeting the social, psychological, and aesthetic needs of individuals and societies.

LEARNING ACTIVITIES:

a. The students will bring news items for the bulletin board which describe various local events related to the second-language culture that are open to the public (e.g., concerts, speakers, festivals).

b. The students will help establish a "language bank" available to the local community.

c. The students will perform voluntary services in the second language in old-age homes, hospitals, or social agencies.

d. The students will listen to a song or poem in a second language and describe their feelings.

e. The students will demonstrate their interpretation of an aspect of a second-language culture using audio-visual aids.

38. COURSE GOAL: The student values the role a second language plays in meeting society's needs for communication among countries and cultures.

LEARNING ACTIVITIES:

a. The students will interview members of the business community to ascertain their need for second-language communication.

b. The students will research local news media and their need for a second language.

c. The students will research governmental and international organizations and their needs in second-language competencies.

d. The students will research business associated with travel.

e. The students will research opportunities for cultural exchange necessitating the knowledge of a second language and culture.

CAREER GOAL II

THE STUDENT VALUES POSITIVE ATTITUDES TOWARD SELF AND OTHERS

Course Goal Index Page

1. The student knows the physical and emotional benefits of understanding and respecting self and others throughout life 29

2. The student knows that the major sources of understanding, acceptance, and respect of self are understanding, acceptance, and respect for others 30

   Subgoal 1: The student is able to use the concept "role" to analyze both himself and the structure of society 30

   Subgoal 2: The student is able to perceive himself as a unique person 31

   Subgoal 3: The student is able to perceive himself as a growing and continually developing person 32

   Subgoal 4: The student is able to recognize that his values are a unique characteristic of his culture 32

   Subgoal 5: The student knows that there are factors in life which tend to make everyone quite similar in behavior 32

3. The student knows that success in his career is dependent upon satisfactory interpersonal relationships (with employers and fellow workers) 33

4. The student is able to understand basic reasons why and how he learns 33

   Subgoal 1: The student knows that continued learning is a necessary part of adjustment in life and career. 34

5. The student knows different value systems 34

6. The student values critical thinking 34

I. COURSE GOAL: The student knows the physical and emotional benefits of understanding and respecting self and others throughout life.

LEARNING ACTIVITIES:

a. The students will contrast their physical and emotional characteristics, including attitudes, abilities, and personality with those of a representative of another culture or a literary character.

b. The students will interview other students concerning their major interests and feelings.

c. The students will interview exchange students concerning their major interests and feelings.

d. The students will interview recent immigrants using a student-developed inventory of likes and dislikes.

e. The students will take a self-concept and self-assessment test peculiar to the second-language culture.

f. The students will discuss in small groups how they see themselves, how they wish to see themselves, how they think others see them, how they wish others would see them.

g. The students will write a composition in the second language in which they will tell what they like and dislike about the second-language course.

h. The students will select one interest area in a second language (e.g., speaking or reading) and will tell the class why they like that phase of a second-language study.

i. The students will discuss interest areas and their relationship to each other and how appraising one's own interests can help an individual toward self-understanding.

j. The students will rate themselves on various second-language abilities. During a conference with the students, the teacher will compare and will discuss the students' ratings and those of the teacher.

k. The students will make a tape and with the teacher will evaluate their strengths and weaknesses in expressing ideas, in pronunciation, and in conversation.

l. The students will write about themselves (e.g., résumé, autobiography, diary).

m. The students will give demonstrations involving one of their interests.

n. The students will describe themselves as individuals.

o. The students will perform a play illustrating the effects of prejudice on the individual and on the community (e.g., in German, Andorra).

p. The students will discuss outcomes of bias toward racial and national groups (e.g., anti-Semitism in various societies).

q. The students will contrast attitudes toward maintaining good health (e.g., bulletin board displays with captions; discussions).

r. The students will contrast ecological concerns (e.g., land use, pollution, energy sources, waste disposal, recycling, conservation, preservation of wild life).

2. COURSE GOAL: The student knows that the major sources of understanding, acceptance, and respect of self are understanding, acceptance, and respect for others.

LEARNING ACTIVITIES:

a. The students will research an interest area in the second-language culture.

b. The students will identify and analyze attitudes and feelings among literary characters.

c. The students will respond to a query in a personal advice column appearing in a second-language publication (e.g., columns similar to "Dear Abby").

d. The students will contrast nonverbal communications indicating feelings which are similar and which are different between cultures.

e. The students will contrast verbal communication of feelings in the two cultures.

f. The students will discuss the kinds of devices they use to protect themselves against frustrations and anxieties, comparing them to those used by a literary character.

Subgoal 1: The student is able to use the concept "role" to analyze both himself and the structure of society.

a. The students will describe their actions in the roles of a family member, a student, a chairman of a committee, and a class president.

b. The students will analyze the role of exchange students.

c. The students will enact mini-dramas which include cultural faux pas.

d. The students will be assigned the role of a German, Spanish, French or Russian student, a craftsman in any of these countries, a housewife, a skilled worker, etc. Materials should be in the library so that the students may learn about their assigned life role. Based on their research, the students will create a dialogue with other students showing what these roles would be.

e. The students will identify their role in the family and compare it with the role of peers in the second-language culture.

f. The students will role-play members of a family from the second-language culture and illustrate how the various roles differ from those in the United States.

g. The students will write essays about themselves and identify themselves in terms of the various major roles that they play. They will then compare the basic characteristics of each of their roles with the others.

h. The students will discuss what roles the students and teacher play in the learning process.

i. The students will discuss the differences between behavior at home and behavior at school in the two cultures.

j. The students will compile lists of things that fathers, mothers, sons, daughters, sisters, and brothers do in the two cultures.

k. The students will describe a well-known individual from the second-language culture in terms of his roles.

l. The students will identify the distinctive symbols such as uniform, manner of dress, tools or equipment carried, place of business, etc., that indicate an occupational role in the second-language culture.

m. The students will identify occupational roles in the second-language culture which have greater status in one culture than in the other.

Subgoal 2: The student is able to perceive himself as a unique person.

a. The students will tell the class about one activity which they enjoy.

b. The students will select value judgments with which they agree or disagree (e.g., Hitler, Stalin, Napoléon, Franco, Gandhi, Nietzsche).

c. The students will "think through" their own attitudes by completing sentences in the second language, i.e., "I am happy when ....," "I get angry when ....," "One day I hope ....," "If my mother would let me ...."

d. The students will write a letter describing their U.S. home, attitudes, and the preferences of their families, etc.

e. The students will discuss in small groups their values, goals, and standards.

f. The students will discuss with the teacher their personal characteristics, such as imagination or patience, as observed in language study.

g. The students will discuss characteristics needed for success in second-language study.

h. The students will tell of an experience that has helped them to identify in themselves an ability, interest, aptitude, or personal characteristic.

Subgoal 3: The student is able to perceive himself as a growing and and continually developing person.

a. The students will take a follow-up self-concept and self-assessment test peculiar to the second-language culture.

b. The students will differentiate between ideas and feelings in a given series of statements (e.g., "A good Indian is a dead Indian.").

c. The students will relate how their reading and television habits have changed in the past two years.

d. The students will relate how they perceive their life role changing as they grow older.

e. The students will make a time line of significant personal decisions and will discuss the changes which will occur.

Subgoal 4: The student is able to recognize that his values are a unique characteristic of his culture.

a. The students will identify values that are peculiar to the second-language culture and will contrast them with their own.

b. The students will contrast the elements considered to be a part of a "good life" in the two cultures.

Subgoal 5: The student knows that there are factors in life which tend to make everyone quite similar in behavior.

a. The students will simulate affection, pain, surprise, enthusiasm, flirting, sadness, agreement, disgust, anger, and fear in the manner of the second-language culture.

b. The students will discuss how people react to crises (e.g., natural disaster, political upheaval).

c. The students will identify basic needs and will show their hierarchy in each culture.

3. COURSE GOAL: The student knows that success in his career is dependent upon satisfactory interpersonal relationships (with employers and fellow workers).

LEARNING ACTIVITIES:

a. The students will participate in a group project (e.g., write a skit).

b. The students will participate in the planning of a second-language activity (e.g., a foreign language week, a foreign language camp, a foreign language festival). They will discuss attitudes and habits involved in the planning and coordination of the event, i.e., dependability, cooperation, pride, confidence, fellowship, and patience. Then they will serve as members of a committee that will plan and coordinate the activity.

c. The students will plan and will put on an international dinner.

d. The students will role-play what can happen in the learning process if the relationships between teacher and students are not satisfactory.

4. COURSE GOAL: The student is able to understand basic reasons why and how he learns.

LEARNING ACTIVITIES:

a. In an inventory of contemporary and/or historical figures in their own and in the second-language culture, the students will single out motivation and manner of learning and will relate them to themselves.

b. The students will discuss the methods used in class which help them the most and which motivate them (e.g., why they work harder planning a party than doing homework).

c. The students will discuss their feelings about learning.

d. The students will identify different ways to learn.

e. The students will describe how they do their homework.

f. The students will tell how their hobbies relate to their school work.

g. The students will discuss the reasons why a course could or could not be interesting.

h. The students will identify techniques to improve their learning.

i. The students will list the methods that they use to study for exams.

j. The students will list learning "aids" that were not available 25 years ago.

k. The students will describe what they hope to learn in the second-language class and how they intend to learn this.

Subgoal 1: The student knows that continued learning is a necessary part of adjustment in life and career.

a. The students will identify in assigned biographies the necessity for continued learning.

b. The students will investigate the changing patterns in the manpower needs and will discuss second-language-related occupations.

c. The students will research and discuss the kinds of jobs that will be needed by the year 2000 (Will there be a greater need for language skills?).

5. COURSE GOAL: The student knows different value systems.

LEARNING ACTIVITIES:

a. The students will study advertising in second-language magazines, newspapers, radio, TV, and films and select expressions of values different from their own.

b. The students will prepare a skit portraying different value systems.

c. The students will determine values in relation to career goals and will then explain why individuals in the second-language culture value certain occupations.

d. The students will compare holidays from various cultures and will discuss the differences and similarities among them.

e. The students will identify values reflected in artistic expressions.

6. COURSE GOAL: The student values critical thinking.

LEARNING ACTIVITIES:

a. The students will discuss excerpts from second-language newspapers, periodicals, and literature and will differentiate among ideas, opinions, and facts

b. The students will discuss decisions they have to make, analyze the results of the alternatives, and justify their own priorities.

c. The students will discuss decisions others have made or will have to make.

d. The students will analyze factors pertaining to their selection of courses for next term.

CAREER GOAL III

THE STUDENT KNOWS THE PHYSICAL, PSYCHOLOGICAL, AND EDUCATIONAL REQUIREMENTS OF VARIOUS LIFE ROLES

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1. The student knows the location and the use of print and non-print materials related to careers. 36

2. The student knows that communication skills are necessary in all life roles. 36

3. The student knows that spoken and written communication vary. 37

4. The student knows the need for the acquisition of a basic second-language skill in a major field of interest. 37

5. The student knows that occupations have characteristic vocabularies (i.e., jargon). 37

6. The student knows that listening skills are necessary for safety, accuracy, efficiency, and effectiveness. 38

7. The student is able to analyze second-language skills needed for specific jobs. 38

8. The student knows that the study of a second language may be of assistance in selecting career alternatives. 39

9. The student knows that beginning or continued training in second-language skills may increase employment opportunities. 39

10. The student is able to locate references on and interact with persons who have knowledge of career opportunities which make use of second-language skills. 40

11. The student knows that opportunities to serve as guides for American exhibits abroad and at home require specific second-language skills. 40

12. The student knows that increasing exchanges of technical information and research have made second-language skills important. 41

13. The student knows that knowledge of a second language may facilitate research in any interest field. 41

14. The student knows occupations in which knowledge of a second language is an asset. 41

15. The student knows that emotions can have both a negative and positive effect on the ability to accomplish tasks and goals. 42

16. The student is able to act independently to achieve certain goals. . . 42

1. COURSE GOAL: The student knows the location and the use of print and non-print materials related to careers.

LEARNING ACTIVITIES:

a. The students will use the card catalogue in obtaining information on careers which sound interesting to them.

b. The students will consult the Learning Directory under "Career, Foreign Language."

c. The students will consult the Subject Guide to Books in Print under "Languages and Vocational Opportunities."

d. The students will consult area and building audio-visual catalogues: "Vocational Guidance."

e. The students will use the occupational file in the library or guidance office.

f. The students will use the Dictionary of Occupational Titles and the and the Occupational Outlook Handbook to look up information on one career.

g. The students will go to the library and with the aid of the librarian and/or counselor will make a list of five resource books pertaining to career selection.

h. The students will examine application blanks from various businesses to see how many of them ask about second-language skills.

i. The students will write letters to governmental agencies for information pertaining to careers.

j. The students will research a career choice and will indicate their sources of information.

k. The students will bring in want ads referring to an interest area.

l. The students will consult with a teacher, a counselor, a career counselor, a librarian, a personnel director, a work experience coordinator, friends, acquaintances, relatives, newspapers, and professional magazines about careers.

2. COURSE GOAL: The student knows that communication skills are necessary in all life roles.

LEARNING ACTIVITIES

a. The students will follow instructions and directions in the second language.

b. The students will phrase questions and will formulate comments in the second language (e.g., given a simulated situation, the students will answer questions asked by a person role-playing positions such as a banker, credit manager, customs official, employer, teacher, policeman, doctor).

c. The students will use the mechanics of speaking in the second language in order to be understood by an audience (e.g., given a short selection, the students will read aloud so that they can be understood throughout the classroom).

d. The students will role-play what happens when one is speaking to a person who knows no English, and one doesn't speak the person's language.

e. The students will produce a skit in which a disastrous or humorous incident is caused because the participants can not communicate.

f. The students will discuss the different kinds of second-language communication needed in different life roles.

3. COURSE GOAL: The student knows that spoken and written communication vary.

LEARNING ACTIVITIES:

a. The students will perform a skit, tape it, describe it in written form, and will then compare the differences in language.

b. The students will simulate a situation in which students respond to or reject communication according to custom and habit of the second-language culture.

4. COURSE GOAL: The student knows the need for the acquisition of a basic second-language skill in a major field of interest.

LEARNING ACTIVITIES:

a. The students will relate second-language study to their major field of interest.

b. The students will interview individuals employed in their major field of interest and will determine what second-language skills are required or are desirable.

c. The students will observe individuals using second-language skills in their occupation.

d. The students will perform limited work-study duties in a job situation requiring second-language skills.

5. COURSE GOAL: The student knows that occupations have characteristic vocabularies (i.e., jargon).

LEARNING ACTIVITIES:

a. The students will differentiate between group and occupational jargon using exchange and community resource people as informants (e.g., exchange teachers, tourists, "work-abroad" individuals).

b. The students will learn through materials provided by the teacher the jargon connected with a particular occupation and will then use the learned jargon in a monologue or dialogue concerning the occupation.

c. The students will make a list of "teen-age terms" which usually are not used by adults and will find their equivalents in the second language.

d. The students will make a list of the vocabulary which is needed by students but not by most adults.

6. COURSE GOAL: The student knows that listening skills are necessary for safety, accuracy, efficiency, and effectiveness.

LEARNING ACTIVITIES:

a. The students will identify feelings in a second-language oral presentation.

b. The students will discuss the importance of listening skills in the classroom and at home and how these apply to safety, accuracy, efficiency, and effectiveness.

c. The students will identify a situation where listening skills are vital to safety, accuracy, efficiency, and effectiveness.

d. The students will make a list of words and phrases important for safety.

7. COURSE GOAL: The student is able to analyze second-language skills needed for specific jobs.

LEARNING ACTIVITIES:

a. The students will make a graph showing ten different jobs and the skills they require in the second language.

b. The students will select two jobs in which they are interested and will indicate which second-language skills are required or are an asset.

c. The students will make a list of jobs in which a second language is required, is an asset, or is absolutely not needed.

d. The students will discuss the training needed by a language teacher, airline hostess, travel agent, translator or interpreter, and musician.

e. The students will invite speakers to discuss the second-language skills needed by interpreters and/or translators and other second-language related occupations.

8. COURSE GOAL: The student knows that the study of a second language may be of assistance in selecting career alternatives.

LEARNING ACTIVITIES:

- a. The students will cite and/or bring "proof" of individuals who have been flexible in their careers because of their second-language skills.
- b. The students will select "work-study" opportunities abroad for which second language skills are an intelligent preparation.
- c. The students will discuss the fact that career alternatives based on second-language skills often entail transfer, relocation, personal adaptation and redirection of life style.
- d. The students will maintain a bulletin board displaying "classified ads" in which a second-language skill is a requirement.
- e. The students will write to agencies in other countries for information on second-language training necessary in various jobs open to foreigners.

9. COURSE GOAL: The student knows that beginning or continued training in second-language skills may increase employment opportunities.

LEARNING ACTIVITIES:

- a. The students will invite speakers to tell about their occupations.
- b. The students will view a film or videotape in which second-language careers are discussed.
- c. Provided with a list of occupations involving second-language skills, the students will check those with which they are well acquainted, those they haven't heard of, and those they would like to know more about.
- d. The students will enumerate local and other community colleges, four-year colleges, and universities which have curricula in beginning courses in foreign languages.
- e. The students will prepare a composite table showing levels of second-language proficiency needed in various occupations.
- f. The students will enumerate local and other community colleges, four-year colleges, and universities which have curricula in specialized and career-integrated second-language courses (e.g. secretarial skills in second language, nursing, health occupations, law enforcement).
- g. The students will invite representatives from schools which offer integrated career and second-language programs to discuss the required educational preparation.

10. COURSE GOAL: The student is able to locate references on and interact with persons who have knowledge of career opportunities which make use of second-language skills.

LEARNING ACTIVITIES:

a. The students will contact representatives from international agencies.

b. The students will identify the resources in the library, counseling offices, and employment offices which list American and international agencies abroad.

c. The students will contact representatives from the U.S. government.

d. The students will use the resources in the library, counseling offices, and employment offices which list U.S. government jobs requiring second-language skills (e.g., Peace Corps, AID, Immigration and Customs, Foreign Service, U.S. Information Agency, Radio Free Europe, CIA, IRS, Federal Reserve Bank).

e. The students will contact representatives from local business and industry which value second-language skills.

f. The students will identify the resources in the library, counseling offices and employment offices which list jobs in business and industry requiring second-language skills.

g. The students will work in local businesses where use is made of the second language.

h. The students will identify the resources in the library, counseling offices and employment agencies which list occupations in education and related areas requiring second-language skills.

i. The students will serve as assistants to elementary school teachers by teaching a second language to elementary pupils for a given amount of time each week.

j. The students will serve as teacher aides on the secondary level.

k. The students will identify resources in the library, counseling offices and employment agencies which list occupations in social work requiring second-language skills.

11. COURSE GOAL: The student knows that opportunities to serve as guides for American exhibits abroad and at home require specific second-language skills.

LEARNING ACTIVITIES:

a. The students will prepare a bulletin board display of U.S. exhibits and events abroad as well as international exhibits and performances in the United States.

b. The students will interview community resource people who have served as guides using their second-language skills.

12. COURSE GOAL: The student knows that increasing exchanges of technical information and research have made second-language skills important.

LEARNING ACTIVITIES:

a. The students will report on news items of significant contributions from the second-language culture to international research and technology.

b. The students will discuss the necessity of precise translations of scientific research.

13. COURSE GOAL: The student knows that knowledge of a second language may facilitate research in any interest field.

LEARNING ACTIVITIES:

a. Researching significant international contributions to specific topics in science, social studies, and humanities, the students will demonstrate the need for second-language skills in the critical evaluation of research reports.

b. The students will report on significant contributors in the areas of science, social studies, and humanities, whose second-language skills were important in their work (e.g., Werner von Braun, Oppenheimer, Hemingway, Einstein).

c. The students will report on significant contributions to their major area of interest, occupational or avocational, from the second-language culture.

d. The students will bring to class college catalogues and discuss second-language requirements in various areas of study.

e. The students will do a limited research project in their interest areas using second-language materials.

f. The students will participate in Career Day and will talk with representatives from business, industry, and government.

14. COURSE GOAL: The student knows occupations in which knowledge of a second language is an asset.

LEARNING ACTIVITIES:

a. The students will prepare a chart indicating clusters in which a second language is an advantage (e.g., medical, legal, business and commerce, engineering, agriculture, social work).

b. The students will invite speakers from local business and industry to discuss the competitive aspect of world trade and the role of the skilled second-language person in banking, manufacturing, merchandising, and marketing.

15. COURSE GOAL: The student knows that emotions can have both a negative and positive effect on the ability to accomplish tasks and goals.

LEARNING ACTIVITIES:

a. The students will analyze their survival priorities in imaginary situations such as "Lost on the Moon," "Lost on an Island," "Shipwrecked," etc., with members from the second-language culture.

b. The students will bring examples of painting, sculpture, architecture, music, and literature to show the positive and negative effects of emotions (e.g., Van Gogh, Kafka, Beethoven).

c. The students will contrast and analyze their feelings on responsibility toward family, peers, others, and environment.

d. The students will list five jobs that they probably could handle and five that they could not handle in view of their physical, psychological, and educational requirements.

e. The students will discuss social situations in which they are comfortable and in which they are not and explain why.

16. COURSE GOAL: The student is able to act independently to achieve certain goals.

LEARNING ACTIVITIES:

a. The students will assess their actions and attitudes toward learning and compare them with those of peers in the second-language culture.

b. The students will make a comparison between the fulfillment of classroom responsibilities and those of a career.

CAREER GOAL IV

THE STUDENT VALUES POSITIVE ATTITUDES TOWARD WORK

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1. The student is able to recognize the interdependency of workers. 44

    Subgoal 1: The student knows the fundamental types of interpersonal relationships generated as a result of various career roles. 44

2. The student is able to recognize the interdependency of occupations within the community. 44

3. The student knows that in our society he is dependent on the goods and services of others for his welfare and survival. 44

4. The student knows that work is a worthy human activity which gives rights and requires responsibilities. 45

    Subgoal 1: The student values a task or job that is well done and is rewarded by his own self-satisfaction as well as by the recognition of others. 45

    Subgoal 2: The student knows that others rely upon the individual to complete an accepted task or job. 45

    Subgoal 3: The student will be able to identify attitudes that people have toward work. 46

    Subgoal 4: The student knows that work is a means by which man applies his talents, skills, and abilities to provide useful services to his community and by which he receives compensation as well as self-fulfillment. 46

5. The student knows the ethnic contributions to the American work ethic. 46

6. The student knows the relationship between production and consumption in his own and other economic systems. 47

    Subgoal 1: The student knows how the skill and production of jobs relate within the international sphere. 47

1. COURSE GOAL: The student is able to recognize the interdependency of workers.

   LEARNING ACTIVITIES:

   a. The students will research the apprenticeship systems in the second-language culture.
   b. The students will assume different tasks in a class project (e.g., musical programs, arts and crafts, newspapers).

   Subgoal 1: The student knows the fundamental types of interpersonal relationships generated as a result of various career roles.

      a. The students will analyze the interpersonal relationships of different economic systems (e.g., free enterprise, totalitarianism).
      b. The students will analyze the problems in interpersonal relationships resulting from automation.
      c. The students will role-play interpersonal relationships in work situations (e.g., choice of vocabulary, gestures).
      d. The students will discuss attitudes toward strikes and other employer-employee relationships.

2. COURSE GOAL: The student is able to recognize the interdependency of occupations within the community.

   LEARNING ACTIVITIES:

   a. The students will prepare a bulletin board display showing the interdependency of occupations in a small second-language community.
   b. The students will role-play the daily routine of a housewife in a second-language culture.
   c. The students will prepare visuals showing how supply and demand of goods and services affect occupations within their own and/or the world community (e.g. oil).

3. COURSE GOAL: The student knows that in our society he is dependent on the goods and services of others for his welfare and survival.

   LEARNING ACTIVITIES:

   a. The students will prepare a display tracing vital goods and services from raw product to consumer.
   b. The students will write real or make-believe orders from a second-language mail order catalogue (e.g., for a camping trip, back-to-school wardrobe, furnishing a house).

c. The students will arrange for payment for their second-language catalogue orders (e.g., bank draft check, currency conversion rate, mailing).

d. The students will bring items to form a collage, showing American goods exported which need to be adapted to metric marketing.

e. The students will review the personal service occupations used in their daily routine.

4. COURSE GOAL: The student knows that work is a worthy human activity which gives rights and requires responsibilities.

LEARNING ACTIVITIES:

a. The students will list their rights and responsibilities as students.

b. The students will invite community resource people to discuss their attitudes toward their work.

Subgoal 1: The student values a task or job that is well done and is rewarded by his own self-satisfaction as well as by the recognition of others.

a. The students will assume responsibility for an international fair, international luncheon, play, foreign handicraft show, etc.

b. The students will list the tasks which they perform for their own self-satisfaction and those which they perform in order to receive recognition from others.

c. The students will compare the completion of classroom responsibilities with those of a career.

d. The students will discuss the importance of attendance, punctuality, completion of assignments, and achievement.

e. The students will read biographies or autobiographies of individuals from the second-language culture who became famous through their work.

f. The students will play "What's my Line," role-playing famous people.

Subgoal 2: The student knows that others rely upon the individual to complete an accepted task or job.

a. The students will form singing and instrumental groups with definite individual responsibilities.

b. The students will negotiate a student-teacher contract which spells out certain mandatory activities for second-language proficiency.

c. The students will write paragraphs on how they felt the last time they failed to complete an assigned task.

Subgoal 3: The student will be able to identify attitudes that people have toward work.

- a. The students will analyze the attitudes displayed by individuals who seem happily employed.
- b. The students will invite guest speakers to explain the policy of their companies towards the attitudes and habits of their workers.
- c. The students will describe and discuss work habits and attitudes that are required in second-language career areas of their choice.
- d. The students will identify desirable attitudes and habits for achievement in second-language classes.
- e. The students will prepare a multiple-choice questionnaire in the second language that will bring out varying attitudes that people have towards work (e.g., school assignments, household chores, part-time jobs, full-time jobs).

Subgoal 4: The student knows that work is a means by which man applies his talents, skills, and abilities to provide useful services to his community and by which he receives compensation as well as self-fulfillment.

- a. The students will use their talents, abilities, and second-language in school activities (e.g., campus signs, bumper stickers, vote stickers, theater ads, art shows, film invitations).
- b. The students will interview adults in order to learn which skills, talents or abilities are peculiar to their jobs.
- c. The students will put on a fair in which they will sell homemade items typical of a second-language culture (e.g., crafts, pastries).
- d. The students will make a contribution to people living in the community who are speakers of the second language (e.g., visiting at a home for German senior citizens, singing second-language Christmas carols at the homes of older or handicapped persons).

5. COURSE GOAL: The student knows the ethnic contributions to the American work ethic.

LEARNING ACTIVITIES:

- a. The students will research the contributions of different ethnic groups to American society.
- b. The students will make a bulletin board display showing immigrants in the community performing the same work as in their own countries (e.g., cobblers, bakers).

c. The students will discuss why children take up the occupations of their parents.

d. The students will prepare a mini-drama on a work situation, illustrating attitudes of different ethnic groups.

e. The students will research workers' benefits in the second-language culture (e.g., medical benefits, vacation time, housing provisions).

6. COURSE GOAL: The student knows the relationship between production and consumption in his own and other economic systems.

LEARNING ACTIVITIES:

a. The students will make a chart showing the monetary system of the second-language economy.

b. The students will "go shopping" in class with the currency of the second-language country.

c. The students will play games in which they must know how to use the currency of the second-language culture (e.g., Monopoly).

d. The students will plan a typical monthly budget of the basic living expenses of a worker in the second-language culture.

e. The students will discuss how teen-agers in the second-language culture spend their money.

f. The students will make a chart showing how an individual in the second-language culture spends money for luxuries (e.g., travel, car, entertainment).

g. The students will research the standard of living in the second-language country and will report their findings to the class.

h. The students will contrast the cost of living in the U.S. with the cost of living in the second-language country.

i. The students will discuss how consumption is limited by income.

j. The students will discuss how production and consumption depend upon values.

k. The students will identify factors in their own economic system which show the responsibility of the individual as a producer and a consumer.

Subgoal 1: The student knows how the skill and production of jobs relate within the international sphere.

a. The students will make collages and will compile statistics showing American products abroad.

b. The students will prepare a bulletin board display of products from the second-language culture sold in the U.S. and will discuss their popularity.

c. The students will report on careers and their futures in the international sphere.

CAREER GOAL V

THE STUDENT KNOWS THE VALUE OF LEISURE-TIME ACTIVITIES

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The student knows avocational pursuits related to the second language.

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COURSE GOAL: The student knows avocational pursuits related to the second language.

LEARNING ACTIVITIES:

Art

a. The students will prepare bulletin board displays of outstanding artists and their works.

b. The students will prepare bulletin board displays of various periods of art in the second-language culture.

c. The students will maintain an art corner on the bulletin board using clippings from magazines and newspapers.

d. The students will show slides of famous artistic masterpieces.

e. The students will view film strips or slides concerning art of the second-language culture.

f. The students will visit the Portland Art Museum and take a tour conducted by a French- or German-speaking docent.

g. The students will visit an art gallery displaying works from the second-language culture or depicting the second-language culture.

h. The students will ask speakers to discuss the art of the second-language culture.

i. The students will peruse books in the library of the art works, artists, or museums of the second-language culture.

j. The students will produce a painting, sculpture, etc., in the style of an artist from the second-language culture.

k. The students will decorate windows to resemble the stained-glass windows of a cathedral.

l. The students will visit stores and gather information on china, crystal, furniture, antiques, etc., from the second-language culture.

m. The students will prepare displays of china, crystal, etc., from the second-language culture.

n. The students will identify architectural forms from the second-language culture found locally and throughout the nation.

o. The students will prepare a collage showing the various housing styles in the second-language culture.

Community Interaction

a. The students will entertain visitors from the second-language culture.

b. The students will assist non-English speaking residents (e.g., at the polls, in hospitals, Language Bank, tourists).

c. The students will visit a local bicultural settlement.

Crafts

a. The students will research the crafts of the second-language culture and will give a demonstration of the crafts (e.g., Ukrainian Easter eggs, ojos de dios, piñata).

b. The students will prepare an exhibit of crafts from the second-language culture.

c. The students will prepare a map indicating the origin of various crafts in the second-language country.

Dance

a. The students will learn folk, ethnic, and/or popular dances of the second-language culture.

b. The students will plan an evening of folk dancing.

c. The students will participate in folk dance sessions offered by local groups.

d. The students will attend performances of well-known dancers and dance groups from the second-language culture.

e. The students will watch a ballet on film, TV, or a live performance.

Drama

a. The students will dramatize a play by a second-language writer.

b. The students will make a videotape of excerpts from a play by a second-language playwright.

c. The students will attend or watch the performance of a play from the second-language culture.

d. The students will contribute newspaper and magazine clippings related to plays and television programs of the second-language culture.

e. The students will produce a puppet show or a marionette show with an original script based on the folklore of the second-language culture.

f. The students will produce a radio broadcast in the second language.

Entertainment

a. The students will produce a night club show typical of the second-language culture.

b. The students will plan an assembly program based on the second-language culture.

Events

a. The students will attend a second-language camp.

b. The students will celebrate the holidays of the second-language culture.

c. The students will attend or stage a festival or bazaar of the second-language culture (e.g., Oktoberfest, Russian bazaar).

d. The students will make a calendar showing festivals and holidays in the second-language culture.

e. The students will make a map indicating the location of festivals and special events in the second-language culture.

Fashions

a. The students will plan and stage a fashion show.

b. The students will prepare a bulletin board display of fashions from the second-language culture.

c. The students will research fashion designers of the second-language culture and their contribution to American fashions.

d. The students will research traditional costumes of the second-language culture.

Film and TV

a. The students will scrutinize the week's TV programs and will report those which have to do with the second-language culture.

b. The students will view movies from the second-language culture, with subtitles or with dubbed sound.

c. The students will ask the film teacher to discuss second-language films.

d. The students will keep a calendar on the bulletin board of second-language films in local theaters and on TV.

e. The students will discuss film or TV personalities of the second-language culture.

Food

a. The students will eat in a restaurant featuring foods of the second-language culture.

b. The students will plan and prepare a meal featuring foods of the second-language culture (e.g., in the home economics department, pot luck, progressive dinner).

c. The students will give a cooking demonstration in class.

d. The students will visit a delicatessen or store featuring foreign foods.

e. The students will make menus for bulletin board displays using foods from the second-language culture.

f. The students will obtain menus from restaurants featuring typical second-language culture foods and will prepare a bulletin board display.

g. The students will prepare a cookbook of tried recipes from the second-language culture.

h. The students will simulate a trip to a restaurant (e.g., table manners, decorum, tipping).

i. The students will prepare a map indicating typical food and drink of various regions in the second-language country.

j. The students will research cooking utensils and cooking ingredients peculiar to the second-language culture.

Games

a. The students will play indoor games from the second-language culture using the second language.

b. The students will adapt American games to the second-language culture.

Hobbies

a. The students will prepare displays which relate to their hobbies (e.g., stamps, coins, post cards, minerals, dolls).

b. The students will describe or demonstrate their hobbies in the second language.

Music

a. The students will learn folk songs of the second-language culture.

b. The students will learn popular songs of the second-language culture.

c. The students will plan and present a Christmas program of songs from the second-language culture for their parents.

d. The students will compile a second-language song book.

e. The students will make a tape of their favorite second-language songs and/or folk dances.

f. The students will listen to an opera from the second-language culture on records, tape, or radio or watch a live performance on television.

g. The students will attend a performance or rehearsal of an opera from the second-language culture.

h. The students will make a videotape of a scene from an opera from the second-language culture.

i. The students will identify famous musical figures of the second-language culture and listen to recordings, attend performances, or watch presentations on TV.

j. The students will prepare a resource list of second-language musical offerings available in the school and libraries.

k. The students will contribute to a calendar of available second-language performances (live, on TV, and on radio).

l. The students will learn to play instruments indigenous to the second-language culture.

m. The students will identify songs commonly sung in the U.S. which are from the second-language culture.

n. The students will play records of American songs with lyrics written in the second language.

o. The students will list the "Hit Parade" in the second-language culture.

p. The students will make a map showing the location of music festivals or events in the second-language country.

Organizations

a. The students will attend meetings of local groups which meet primarily for the purpose of speaking the second language (e.g., the French and Spanish circles).

b. The students will identify second-language groups which meet regularly and which are open to them (e.g., Deutsches Haus, German Aid Society, Swiss Society).

Pen Pals

a. The students will identify sources of pen pals.

b. The students will conduct a correspondence in the second language with pen pals, relatives, classmates, teachers, etc.

Radio

a. The students will list radio broadcasts in the second language heard locally.

b. The students will listen to radio broadcasts in the second language.

Reading and Writing

a. The students will read and report on current events in the daily paper which deal with the second-language country. (These articles can then be displayed on one section of the bulletin board).

b. The students will compare an account of some event or problem analysis in an American newspaper with the same in a second-language newspaper.

c. The students will compare and contrast key passages in a well-known book with a translation (e.g., Grimm's fairy tales, Uncle Tom's Cabin, Old Man and the Sea, Bible, Communist Manifesto).

d. The students will read literary works of major writers (novelists, dramatists, poets, etc.) of the second language either in English or in the second language.

e. The students will compare the works of second-language writers with those of American writers.

f. The students will contribute newspaper and magazine clippings pertaining to the literature of the second-language culture.

g. The students will become familiar with magazines and newspapers of the second-language culture.

h. The students will find out where second-language magazines and newspapers are available.

i. The students will read the libretto of an opera in the second language or in English.

j. The students will read children's literature from the second-language culture (e.g., lyrics, rhymes, songs, and jingles).

k. The students will discuss the myths, stories, traditions, legends, customs and beliefs found in the folklore of the second-language culture.

l. The students will write a poem or short story in the second language.

m. The students will write second-language "mini-dramas" as class projects.

n. The students will write a second-language "newspaper" as a class project.

Religion

a. The students will attend a second-language church service (e.g., Russian Orthodox Easter service).

b. The students will locate religious reading material in the second language (e.g., American Bible Society).

c. The students will research different religions in the second-language culture.

d. The students will make a bulletin board display or map showing the religious festivals and/or shrines in the second-language culture.

Sports

a. The students will research sports and games of the second-language culture.

b. The students will play games and sports of the second-language culture.

c. The students will research the spectacles which are popular in the second-language culture (e.g., bullfights, Tour de France, cockfights, soccer, Le Mans).

d. The students will research places in the second-language countries where they would like to pursue their own preferred sports activities (e.g., mountain climbing, white-water boating, sailing, hiking).

e. The students will make a map showing the location of sport areas and spectacles in the second-language country.

Study Abroad

a. The students will gather information on different United States study abroad programs in the second-language culture and will discuss their merits in class.

b. The students will research exchanges and study abroad opportunities funded by the U.S. government.

c. The students will research educational opportunities available to Americans in the second-language country.

d. The students will research possibilities for jobs and/or apprenticeships in the second-language country.

Travel

a. The students will write directly to the various countries, cities, and/or tourist agencies for brochures containing information and descriptions of vacation facilities.

b. The students will plan a trip to a country where the second language is spoken (e.g., mode of transportation, charter flight groups, passports, visas, customs, currency, manners, attitudes).

c. The students will compile phrases, sentences, and words needed for a trip to a second-language country.

d. The students will plan sightseeing tours of a city in the second-language country.

e. The students will construct models of famous monuments found in the second-language country.

f. The students will make a map and/or bulletin board display of a second-language city, region, or country showing the most popular tourist attractions.

g. The students will invite speakers to discuss travel in the second-language country.

h. The students will make a travel poster.

i. The students will make a brochure for tourists.

j. The students will write a diary of an imaginary trip.

k. The students will produce a short travelogue in the second language.

l. The students will research where the people of the second-language culture go on their vacations.

m. The students will identify the souvenirs they will bring back from a second-language country.

CAREER GOAL VI

THE STUDENT IS ABLE TO EXPLORE CAREER POSSIBILITIES WHICH REQUIRE SKILLS IN THE SECOND LANGUAGE

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1. The student will be able to recognize the relationships of his interests, aptitudes, and achievements to the realization of his career aspirations. 59
2. The student is able to make a knowledgable assessment of the labor market and of personal employment potentials in that market. 59
3. The student knows sources of information about careers which use a second language. 59
4. The student is able to analyze second-language skills needed for specific jobs. 60
5. The student knows early entry jobs in which second-language skills are valuable (i.e., jobs requiring no training beyond high school). 61
6. The student knows entry levels for skilled, professional, or technical opportunities which exist in occupations using a second language. 61
7. The student knows a second language may increase income potential and possibilities of diversification in occupations. 62
8. The student knows that knowledge of a second language may facilitate research in any interest field. 62
9. The student knows occupations in international agencies and organizations in which a knowledge of a second language is required or is an asset. 62
10. The student knows government jobs which require knowledge of a second language. 63
11. The student knows that some businesses and industries require bilingual competency. 63
12. The student knows occupations in education and related areas which require a second language. 65
13. The student knows that bilingual skills are required for some careers in social work. 66
14. The student knows careers in the travel industry which require fluency in a second language. 66

1. COURSE GOAL: The student will be able to recognize the relationships of his interests, aptitudes, and achievements to the realization of his career aspirations.

LEARNING ACTIVITIES:

a. The students will list the interests, aptitudes, and achievements needed for success in the careers they are exploring and will then rate themselves in these areas.

b. The students will identify their values and will then determine whether their career choices are compatible with these values.

c. The students will identify the attitudes desired by employers of the career of their choice and will rate themselves according to these values.

2. COURSE GOAL: The student is able to make a knowledgeable assessment of the labor market and of personal employment potentials in that market.

LEARNING ACTIVITIES:

a. The students will display and discuss newspaper articles, magazine articles, and government publications dealing with trends in the world of work and jobs in the future.

b. The students will discuss events which result in changes in the labor market.

c. The students will identify jobs which will exist at the end of the next decade but will be highly competitive, jobs which will keep pace with the nation's population growth or lack of growth, and jobs which will grow at a rate well ahead of population growth.

3. COURSE GOAL: The student knows sources of information about careers which use a second language.

LEARNING ACTIVITIES:

a. The students will use the card catalogue: "Vocational Guidance," "Translating and Interpreting as a Profession," "Archeology as a Profession," etc., in obtaining information about careers.

b. The students will consult the Subject Guide to Books in Print under "Languages and Vocational Opportunities."

c. The students will consult the Learning Directory under "Career, Foreign Language."

d. The students will consult area and building audio-visual catalogues: "Vocational Guidance."

e. The students will use the occupational file in the library or guidance office.

f. The students will use the Dictionary of Occupational Titles and the Occupational Outlook Handbook.

g. The students will prepare a bibliography on careers which use a second language.

h. The students will assist in setting up a career shelf and/or an "Occupations in Modern Second Languages" file.

i. The students will develop a bulletin board display on careers in second language.

j. The students will prepare articles for the school newspaper on careers which use second-language skills.

k. The students will set up a table display of directories and references containing information about occupations which use second-language skills.

l. The students will bring in want ads seeking individuals with second-language skills.

m. The students will research a career choice and will indicate their sources of information.

n. The students will research commercial companies who handle translations by consulting the yellow pages of the telephone books for New York City, Los Angeles, Washington, D.C., Chicago, Boston and San Francisco.

o. The students will consult with a teacher, a counselor, a work experience coordinator, a librarian, a personnel director, friends, acquaintances, relatives, the State Youth Employment Service, local community organizations, the U.S. Civil Service, and neighborhood employment agencies about career choices.

p. The students will invite guests from local businesses and industry to speak on various careers or employment opportunities open to students of a second language.

q. The students will interview workers engaged in occupations requiring knowledge of one or more foreign languages.

4. COURSE GOAL: The student is able to analyze second-language skills needed for specific jobs.

LEARNING ACTIVITIES:

a. The students will write a job description of a career choice.

b. The students will list courses required and those which are an asset in preparing for a chosen career.

c. The students will prepare a brochure on their career choice indicating which courses and programs in high school or college will aid in career success.

d. The students will list the requirements for a job and will write a want ad based on those requirements.

e. The students will bring in a want ad in which second-language skills are either required or are an asset.

5. COURSE GOAL: The student knows early entry jobs in which second-language skills are valuable (i.e., jobs requiring no training beyond high school).

LEARNING ACTIVITIES:

a. The students will prepare a bulletin board display showing early entry jobs.

b. The students will prepare a booklet listing early entry jobs available in their community.

c. The students will interview personnel directors or will send out questionnaires to personnel departments requesting a list of early entry jobs.

d. The students will bring in want ads and application forms indicating the need for second language in early entry jobs.

e. The students will list early entry jobs in which second-language skills are valuable.

f. The students will categorize early entry jobs according to the career cluster to which they belong.

6. COURSE GOAL: The student knows entry levels for skilled, professional, or technical opportunities which exist in occupations using a second language.

LEARNING ACTIVITIES:

a. The students will write a job description for a precis writer, a translator, an interpreter, and a guide at an exhibition or world fair.

b. The students will bring in want ads for jobs in which second-language skills are needed.

c. The students will interview individuals who hold positions as translator, interpreter, and guide.

d. The students will research entry levels of their chosen occupations in the Occupational Outlook Handbook and other printed materials.

7. COURSE GOAL: The student knows a second language may increase income potential and possibilities of diversification in occupations.

LEARNING ACTIVITIES:

a. The students will discuss which opportunities may be available in certain occupations (e.g., foreign correspondent and bilingual secretary) with second-language skills that would not be accessible to them without these skills.

b. The students will role-play a situation in an employment or personnel office in which two individuals apply for the same job--one with a second language and one without.

c. The students will list jobs in which they see no apparent need for a second language and through discussion will explore situations in which a second language may help improve the performance of such jobs.

d. The students will write a composition in which they will present an imaginary situation in which there is an unexpected need for a second language.

8. COURSE GOAL: The student knows that knowledge of a second language may facilitate research in any interest field.

LEARNING ACTIVITIES:

a. The students will interview individuals working on research projects (in universities or industry).

b. The students will identify research projects which are of international interest and which would require a knowledge of another language (e.g., the 1975 Soviet-United States space venture).

c. The students will write to agencies and institutes which grant funds for research projects.

d. The students will discuss the advantages of being able to read research findings in the second language.

e. The students will role-play explaining a scientific aspect of American life to a scientist from the second-language culture.

9. COURSE GOAL: The student knows occupations in international agencies and organizations in which a knowledge of a second language is required or is an asset.

LEARNING ACTIVITIES:

a. The students will research international agencies and organizations in which they are interested through reading, interviews, and writing directly to the agency or organization.

b. The students will view a film on the United Nations and will list the occupations in the film.

c. The students will role-play a mock visit to the United Nations and will interview various individuals who work there.

d. The students will research in the library one job in an international agency or organization.

e. The students will role-play simultaneous and consecutive interpreting at an international conference.

10. COURSE GOAL: The student knows government jobs which require knowledge of a second language.

LEARNING ACTIVITIES:

a. The students will identify the federal agencies which require a second language.

b. The students will identify jobs in the government which require a second language.

c. The students will write a job description of one government job in which a second language is required.

d. The students will take a field trip to a consulate and upon their return will discuss the functions of a consulate and the duties of a member of the Foreign Service.

e. The students will invite a representative of a second-language country to discuss foreign service jobs.

f. The students will prepare a report on one foreign service career.

g. The students will role-play a customs official explaining customs regulations to a visitor from another country.

h. The students will simulate a situation in which a tourist has had an accident.

11. COURSE GOAL: The student knows that some businesses and industries require bilingual competency.

LEARNING ACTIVITIES:

a. The students will interview local businesses in which second-language skills are either required or are an asset.

b. The students will role-play the situation of taking a foreign visitor through an American plant, explaining production procedures to him.

c. The students will write a newspaper article about a current event (actual or fictitious) in a country from the second-language culture which would require a knowledge of the culture in order to correctly interpret the event to the American public.

d. The students will take a field trip to a newspaper, radio, or TV station and will observe what actually happens in the world of communication.

e. The students will prepare a radio or TV news broadcast in the second language.

f. The students will make a TV or radio commercial for products which are either imported or exported.

g. The students will write an advertisement for a product imported from a second-language country.

h. The students will write an advertisement for an American product exported to the second-language country.

i. The students will make a bulletin board display of advertisements from second-language periodicals of American exported products.

j. The students will invite a speaker to discuss how to import an item from a second-language country.

k. The students will visit a bank which has an international department and will report on the jobs involved.

l. The students will simulate the importing and exporting of products (e.g., letters, prices in foreign currency, quotas, letters of credit from the bank, letters of collection, custom house broker, duty, acknowledgment of payment).

m. The students will write a description of a job in the business or industry in which they are interested.

n. The students will role-play negotiating a contract.

o. The students will role-play buying from or selling to a customer from a second-language country.

p. The students will role-play a telephone operator who must place a call for a tourist from a second-language country to his home country.

q. The students will role-play a TV talk host who has a guest who does not speak English.

r. The students will role-play a sports announcer interviewing an athlete who does not speak English.

s. The students will explain a sport to a group of tourists from a second-language country.

t. The students will bring to class labels written in the second language.

u. The students will list imported foods to be found in the local stores.

v. The students will practice typing in the second language.

w. The students will write business letters in the second language using the appropriate format and expressions.

x. The students will investigate shorthand systems in the second language.

y. The students will identify second-language terms needed in a career requiring a second language.

z. The students will spend some time working at a job requiring a second language.

12. COURSE GOAL: The student knows occupations in education and related areas which require a second language.

LEARNING ACTIVITIES:

a. The students will obtain from the State Department of Education the requirements for certification as a second-language teacher.

b. The students will read catalogues of colleges and universities and will list the requirements for second-language teachers.

c. The students will visit a college or university and will interview individuals involved in advising future teachers of a second language.

d. The students will invite a speaker from the foreign language department of one of the colleges or universities to discuss second-language teaching and the requirements for such positions.

e. The students will plan a second-language course of study for junior high school and high school which would result in the best possible preparation for a career as a second-language teacher.

f. The students will research teaching positions outside the United States.

g. The students will assist in the FLES program.

h. The students will act as teacher aides in a second-language class.

i. The students will tutor other students in the second language.

j. The students will act as guides to foreign students.

k. The students will visit an advanced second-language class at a college or university.

13. COURSE GOAL: The student knows that bilingual skills are required for some careers in social work.

LEARNING ACTIVITIES:

a. The students will invite a speaker from a local social agency to discuss requirements and preparation for jobs in the agency.

b. The students will do volunteer work in a home for the aged, hospital, etc., where there are speakers of the second language.

c. The students will interview individuals from social agencies who work with non-English speaking Americans.

14. COURSE GOAL: The student knows careers in the travel industry which require fluency in a second language.

LEARNING ACTIVITIES:

a. The students will obtain information from the airlines about careers in the travel industry.

b. The students will interview individuals employed in the travel industry.

c. The students will report on information obtained from travel bureaus or tour agencies.

d. The students will prepare a bulletin board display showing the requirements for jobs in the travel industry.

e. The students will simulate the situation of travel guides in a foreign country whose language they do not know.

f. The students will plan a tour to a country in which the second language is spoken and will indicate what phases of the tour-planning require a knowledge of the second language.

g. The students will identify cultural differences to be considered in hotel management.

h. The students will research how hotels and restaurants are rated in the second-language culture.

i. The students will simulate a tourist's arrival at a hotel in the second-language country and will identify the employees with whom the tourist comes into contact and will show how the second language can be of value to them.

j. The students will visit a hotel frequented by foreign tourists and will interview personnel who have direct contact with these tourists.

k. The students will simulate a situation in which a hungry tourist is seeking a meal.

l. The students will simulate a tourist's arrival and departure at an airport, train station, or bus terminal.

m. The students will visit the airport and observe how an airport functions.

n. The students will make a poster or a display for an airline career.

o. The students will write a want ad for a career in the field or travel.

p. The students will simulate explaining customs regulations to a person entering the United States from a foreign country.

q. The students will role-play assisting a foreign visitor with his plane, bus, train, or hotel reservations.

r. The students will role-play helping an airline passenger who is air sick.

s. The students will simulate taking a tourist on a tour of their school (conducted in the second language).

CAREER GOAL VII

THE STUDENT IS ABLE TO PREPARE FOR A CAREER WHICH REQUIRES SKILLS IN THE SECOND LANGUAGE

Course Goal Index Page

1. The student knows sources of information or guidance in locating specific training and educational opportunities requiring second-language skills. 69

2. The student is able to select courses, programs, or schools appropriate to his or her qualifications, interests, and career plans. 70

1. COURSE GOAL: The student knows sources of information or guidance in locating specific training and educational opportunities.

LEARNING ACTIVITIES:

a. The students will discuss with the school counselor where specific training and educational opportunities can be found.

b. If appropriate, the students will obtain information from their court counselor.

c. If appropriate, the students will obtain information from their welfare case worker or welfare agency.

d. The students will consult catalogues and directories available in the career counseling center, the college counseling center, the school and public libraries.

e. The students will consult professional and trade periodicals.

f. If appropriate, the students will consult prison and detention facilities.

g. The students will consult public health workers and/or public health agencies.

h. If appropriate, the students will contact the Veterans Administration for information on training opportunities for veterans and veterans' dependents.

i. The students will contact the local post office to obtain information about military careers.

j. The students will write to military agencies for information concerning training opportunities.

k. The students will write to local, county, and state government offices for publications concerning job and training opportunities.

l. The students will write to the Superintendent of Public Documents, Washington, D.C., for job training information.

m. The students will research internship programs (e.g., International Broadcasting Intern Program at the Voice of America).

n. The students will identify colleges and universities which offer special second-language programs (e.g., Georgetown, Stanford, and the Monterey Institute of Foreign Studies in the United States; Laval University, the University of Montreal, McGill University, and Laurentian University in Canada; the School of Interpretation and Translation in Geneva, Switzerland).

o. The students will identify junior colleges, colleges and universities, and commercial language schools which offer second-language training.

p. The students will identify junior colleges, colleges and universities which offer training not only in the second language but also in their major interest areas (e.g., University of Cincinnati International Business Option; Graduate School of Management, University of Dallas, Texas; Thunderbird Graduate School of Business, Glendale, Arizona).

2. COURSE GOAL: The student is able to select courses, programs, or schools appropriate to his or her qualifications, interests, and career plans.

LEARNING ACTIVITIES:

a. The students will list the characteristics of the ideal college for their vocational plans and match these with the colleges available.

b. The students will use the college catalogue to plan their two- and/or four year study program.

c. The students will discuss their outline of a two- and/or four-year study program with a school counselor.

d. The students will complete application forms for universities in the second-language country.

e. The students will identify financial aid available to second-language majors.

CAREER GOAL VIII

THE STUDENT KNOWS THE TECHNIQUES FOR OBTAINING EMPLOYMENT

Course Goal Index | Page

1. The student knows the location and use of print and non-print materials pertaining to job search techniques. 72

2. The student knows sources for finding employment. 72

3. The student knows how to apply or interview for a job. 73

1. COURSE GOAL: The student knows the location and use of print and non-print information pertaining to job search techniques.

   LEARNING ACTIVITIES:

   a. The students will use the card catalogue: "Employment Agencies," "Applications for Positions," "Occupations," "Professions."

   b. The students will consult Subject Guide to Books in Print: "Job Descriptions," "Applications for Positions," "Resumes (Employment)," "Job Vacancies."

   c. The students will research information in the Reader's Guide: "Job Satisfaction," "Discrimination in Employment," "Aptitude Tests."

   d. The students will obtain information from the Learning Directory under "Job Applications," "Job Counseling," "Job Hunting."

   e. The students will obtain audio-visual materials by using the area and building audio-visual catalogue (found under "Job Analysis," "Occupations," "Vocational Guidance.")

   f. The students will list local employment agencies found in the Yellow Pages of the local telephone directories.

   g. The students will prepare a bulletin board display of "Jobs available" and "Jobs wanted" found in newspapers and professional and trade journals.

   h. The students will make a list of the businesses employing individuals in their job choice found in the telephone book classified ad section.

2. COURSE GOAL: The student knows sources for finding employment.

   LEARNING ACTIVITIES:

   a. The students will ask the school placement service for leads to jobs.

   b. The students will make a list of possible jobs suggested by relatives, friends, and acquaintances.

   c. The students will contact the personnel offices to ascertain job prospects.

   d. The students will visit employment agencies and interview placement personnel.

   e. The students will visit the Civil Service offices (city, county, state and federal).

   f. The students will list the addresses of the city, county, state, and federal employment offices.

   g. The students will visit the city, county, state, and federal employment offices.

h. If appropriate, under a court's jurisdiction, the students will consult the juvenile counselor, the parole officer, or other court agents about employment opportunities.

i. The students will discuss with their counselor, teachers, and the work experience coordinator possible employment opportunities.

j. The students will interview special interest organizations about their role in helping members get jobs (e.g., YMCA,YWCA, Community Action programs, Black Panthers, Valley Migrant League, American Association of University Professors, unions, Kiwanis, Rotary, Lions).

k. If appropriate, the students will interview welfare case workers and/or welfare agencies about their assistance in locating jobs.

l. The students will interview public health workers and/or public health agencies about their aid in finding jobs.

m. If appropriate, the students will interview the Veterans Assistance Department about their policy on job placement.

n. The students will prepare a brochure providing sources for finding employment.

o. The students will prepare a bulletin board display of sources for finding employment.

p. The students will prepare a bulletin board display or oral report on local employment agencies, including the charge for their services and the kinds of services they offer.

3. COURSE GOAL: The student knows how to apply for a job.

LEARNING ACTIVITIES:

a. The students will write an unsolicited letter of application for a job.

b. The students will answer a want ad.

c. The students will write a resume.

d. The students will identify samples of good and bad job application letters.

e. The students will fill out an application blank for a job.

f. The students will view a film demonstrating good interviewing techniques.

g. The students will discuss good interviewing techniques.

h. The students will prepare a bulletin board display showing good interviewing techniques.

i. The students will role-play job interviews.

j. The students will role-play inquiring about a job where they are not certain that a job opening exists.

k. The students will role-play a job interview by telephone.

l. The students will write a follow-up letter to an interview.

m. The students will role-play a follow-up telephone call.

n. The students will write a job wanted ad.

o. The students will describe at least three ways of applying for a job.

BOOK COMPANIES

Adler's Foreign Books, Inc.
162 Fifth Avenue
New York, New York 10010

Audio Lingual Educational Press, Inc.
45 W. Park Avenue, Box 390
Long Beach, New York 11561

American Foreign Language Teacher
P.O. Box 07300
Detroit, Michigan 48207

Berkeley Teaching Methods
P.O. Box 76
Island Park, New York 11558

BORDAS - obtain from Larousse or Adler's

Career Associates
P.O. Box 2316
Newport Beach, California 92663

Consumer Information
Public Documents
Distribution Center
Pueblo, Colorado 81009

Continental Book Company
11-03 46th Avenue
Long Island City, New York 11101

Culture Contrasts Company
2550 East 3370 South
Salt Lake City, Utah 84109

German Information Center
410 Park Avenue
New York, New York 10022

Educational Sights and Sounds
P.O. Box 2001
Cambridge, Massachusetts 02139

EMC Corporation
180 E. 6th Street
St. Paul, Minnesota 55101

Four Continent Book Corporation (Russian)
156 Fifth Avenue
New York, New York 10010

French Book Corporation of America
French and European Publications, Inc.
Rockefeller Center Promenade
610 Fifth Avenue
New York, New York 10020

Gessler Publishing Co., Inc.
131 East 23rd Street
New York, New York 10010

Goldsmith's Music Shop, Inc.
A/V and Language Department
301 East Shore Road
Great Neck, New York 11023

Hachette (obtain from Larousse)

Heffernan Supply Co. (Mexican materials)
P.O. Box 5309
San Antonio, Texas 78201

Max Hueber - Publisher
Educational Services International, Inc.
320 Walnut Street
Philadelphia, Pennsylvania 19106

Institute of Modern Languages (SR)
2622-24 Pittman Drive
Silver Springs, Maryland 20910

Language Research Press
P.O. Box 546
Miami, Florida 33166

Larousse and Co., Inc. (French and Spanish)
Dept. BQ
572 Fifth Avenue
New York, New York 10036

Latino Languages Enterprises, Inc.
P.O. Box 4759
Las Vegas, Nevada 89106

Mary S. Rosenberg, Inc.
100 West 72nd Street
New York, New York 10023

National Textbook Company
8259 Niles Center Road
Skokie, Illinois 60076

Rand-McNally and Company
Box 7600
Chicago, Illinois 60680

Regents Publishing Company
2 Park Avenue
New York, New York 10016

Rizzoli (French and Spanish)
International Bookstore and Gallery
712 5th Avenue
New York, New York 10019

Spanish Book Corporation of America
French and European Publications, Inc.
Rockefeller Center Promenade
610 Fifth Avenue
New York, New York 10020

The French Bookshop
1141 Davie Street
Vancouver 5, British Columbia

Wible Language Institute
24 South Eighth Street
Allentown, Pennsylvania 18105

The Adirondack Mountain Humanistic Education Center
Springfield Road
Upper Jay, New York 12987

Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040
(Career World Book Service and "Career World" magazine)

Materiales En Marcha - bilingual - bicultural magazine
Aunestern, Materials Requisition Project
Parallel Curricula in Spanish and Portuguese
San Diego, California 92113

AGENCIES AND SOURCES OF INFORMATION

Agencies and Institutes Granting Funds for Research Projects

Carnegie Endowment for International Peace
United Nations Plaza at 46th Street
New York, New York 10017

Governmental Affairs Institute
1726 Massachusetts Avenue, N.W.
Washington, D.C. 20006

Managing Director
The Middle East Institute
1761 "N" Street, N.W.
Washington, D.C. 20006

Director
Office of International Relations
National Academy of Sciences
(National Research Council)
2101 Constitution Avenue
Washington, D.C.

Personnel Administration Manager
The Ford Foundation
477 Madison Avenue
New York, New York 10022

Comptroller
Council on Foreign Relations, Inc.
58 East 68th Street
New York, New York 10021

Director
Institute of Current World Affairs
522 Fifth Avenue
New York, New York 10036

International Agencies Employing Americans

Pan-American Health Organization (PAHO)
525 23rd Street, N.W.
Washington, D.C. 20037

United Nations (UN)
Secretariat Recruitment Service
United Nations
New York, New York 10017

United Nations
Food and Agricultural Organization (FAO)
Via dell Terme di Caracalla
Rome, Italy

International Atomic Energy Agency (IAEA)
Kaerntnerring 11
Vienna 1, Austria

International Bank for Reconstruction and Development (IBRD)
(World Bank)
1818 "H" Street, N.W.
Washington, D.C. 20433

International Civil Aviation Organization (ICAC)
International Aviation Building
1080 University Street
Montreal 3, P.Q., Canada

International Finance Corporation (IFC)
1818 "H" Street, N.W.
Washington, D.C. 20433

International Labor Organization (ILO)
154 rue de Lausanne
Geneva, Switzerland

International Labor Organization (ILO)
917 15th Street, N.W.
Washington, D.C. 20005

International Monetary Fund (IMF)
19th and "E" Streets, N.W.
Washington, D.C. 20433

International Telecommunication Union (ITU)
Place des Nations
1211 Geneva 20, Switzerland

U.N. Development Program (UNDP)
866 United Nations Plaza
New York, New York 10017

United Nations Educational, Scientific, and Cultural Organization (UNESCO)
UNESCO House
Place de Fontenoy
75 Paris VII, France

United Nations Children's Fund (UNICEF)
866 United Nations Plaza
New York, New York 10017

United Nations High Commissioner for Refugees (UNHCR)
Palais des Nations
Geneva, Switzerland

Universal Postal Union (UPU)
Schossbaldenstrasse 46
Berne 15, Switzerland

World Health Organization (WHO)
20 Avenue Appia
1211 Geneva, Switzerland

World Health Organization (WHO)
525 23rd Street, N.W.
Washington, D.C. 20037

World Metereological Organization (WMO)
41 Avenue Guiseppe Motta
Geneva, Switzerland

Inter-American Development Bank
808 17th Street, N.W.
Washington, D.C. 20577

Organization of American States (OAS)
Constitution Avenue and 18th Street, N.W.
Washington, D.C. 20037

Pan American Union
23rd Street and Virginia Avenue, N.W.
Washington, D.C. 20025

Office of International Organization Recruitment
U.S. Department of State
Washington, D.C.

Jewish Agencies

The Office for Professional Workers (PATWA)
515 Park Avenue
New York, New York 10022

Women's Zionist Organization of America (Hadassah)
65 East 52nd Street
New York, New York 10022

American Joint Distribution Committee
3 East 54th Street
New York, New York 10022

United Hias Service
200 Park Avenue South
New York, New York 10003

Private International Service Agencies

American Council of Voluntary Agencies for Foreign Service
200 Park Avenue South
New York, New York 10003

Operations Crossroads Africa (OCA)
150 Fifth Avenue
New York, New York 10011

International Voluntary Services, Inc.
1555 Connecticut Avenue, N.W.
Washington, D.C. 20036

International Rescue Committee
386 Park Avenue South
New York, New York 10016

ACCION International
145 East 52nd Street
New York, New York 10022

Community Development Foundation
Boston Post Road
Norwalk, Connecticut 06852

International Committee
Young Men's Christian Association
291 Broadway
New York, New York 10007

Young Women's Christian Association of the United States
600 Lexington Avenue
New York, New York 10022

American Friends Service Committee
160 North Fifteenth Street
Philadelphia, Pennsylvania 19102

Personnel Director
CARE, Inc.
660 First Avenue
New York, New York 10016

MEDICO-Service of CARE
660 First Avenue
New York, New York 10016

Thomas A. Dooley Foundation
442 Post Street
San Francisco, California 94102

The American Nurses Association
10 Columbus Circle
New York, New York 10019

Cooperative League of the U.S.A.
59 East Van Buren Street
Chicago, Illinois 60605

Foundation for Cooperative Housing
1001 15th Street, N.W.
Washington, D.C. 20005

Volunteers for International Development
3217 Acalanes Avenue
Lafayette, California 94549

Ford Foundation
477 Madison Avenue
New York, New York 10022

Rockefeller Foundation
111 West 50th Street
New York, New York 10020

International Development Services
1725 "I" Street
Washington, D.C. 20066

World Neighbors
5116 North Portland Avenue
Oklahoma City, Oklahoma 73112

Near East Foundation
54 East 64th Street
New York, New York 10021

Agricultural Missions, Inc.
475 Riverside Drive
New York, New York 10027

International Executive Service Corp (IESC) (for retired people)
545 Madison Avenue
New York, New York 10022

The National Recreation and Park Association
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

HOPE
People-to-People Health Foundation, Inc.
Washington, D.C.

Personnel Director
American Red Cross - Western Area
1550 Sutter Street
P.O. Box 3673
San Francisco, California 94119

Protestant Agencies

Division of Overseas Ministries of the National Council of Churches
475 Riverside Drive
New York, New York 10027

Evangelical Foreign Mission Association
1405 "G" Street, N.W.
Washington, D.C. 20005

Roman Catholic Agencies

Techo, Inc.
P.O. Box 1200
Briarcliff Manor, New York 10510

Council of International Lay Associations (CFLA)
1312 Massachusetts Avenue, N.W.
Washington, D.C. 20005

Association for International Development (AID)
374 Grand Street
Paterson, New Jersey 07505

Others

Rundschau - published by the National Carl Schurz Association
339 Walnut Street
Philadelphia, Pennsylvania 19106

United States Government

Chief, In-Service Placement
Directorate of Civilian Personnel
Headquarters of USAF
Washington, D.C.

Department of the Air Force
1100 Air Base Wing (DPCR)
Bolling Air Force Base
Washington, D.C. 20332

Department of the Army
Overseas Recruitment Center
Old Post Office Building
12th and Pennsylvania Avenue, N.W.
Washington, D.C. 20315

Civilian Personnel Advisor
Headquarters, Defense Language Institute
U.S. Naval Station (Anacostia Annex)
Washington, D.C. 20390

Defense Intelligence Agency
Civilian Personnel Branch
Recruitment Section
Pentagon
Washington, D.C. 20301

U.S. Department of State
Employment Division
Washington, D.C. 20520

Board of Examiners for the Foreign Services
Box 9317 - Rosslyn Station
Arlington, Virginia 22209

Recruitment and Examining Division
United States Information Agency
Room 508
1776 Pennsylvania Avenue, N.W.
Washington, D.C. 20547

United States Information Agency
Bethany Relay Station
P.O. Box 227
Mason, Ohio 45040

Central Intelligence Agency
Chief, Personnel
Washington, D.C. 20505

Agency for International Development
Recruitment Branch
419 Pomponio Plaza
Office of Personnel
Washington, D.C. 20523

Department of Commerce
Bureau of International Commerce
Washington, D.C. 20230

U.S. Civil Service Commission
Washington, D.C. 20415

ACTION (Peace Corps, VISTA, other volunteer agencies)
Personnel Office, 3rd Floor
806 Connecticut Avenue, N.W.
Washington, D.C. 20525

Language Services Division
U.S. Department of State
Washington, D.C. 20520

U.S. Information Agency
Binational Recruitment Office
1776 Pennsylvania Avenue
Washington, D.C. 20547

Personnel Division
Foreign Agriculture
U.S. Department of Agriculture
Washington, D.C. 20250

Personnel Director
Panama Canal Company
Box 2008
Balboa Heights, Canal Zone

Chief of the Employment Branch
Environmental Services Administration
6010 Executive Boulevard
Rockville, Maryland 20852

Office of Talent Search
Peace Corps
Washington, D.C. 20525

Personnel Office
U.S. Department of Labor
Washington, D.C. 20520

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